



OFFICE OF THE BOARD OF TRUSTEES

**Public Meeting Notice**

April 13, 2023

TO: Board of Trustees of Southern Oregon University, Academic and Student Affairs Committee

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Committee Meeting

The Academic and Student Affairs Committee of the Southern Oregon University Board of Trustees will hold a regular committee meeting on the date and at the location set forth below.

Action items include a consent agenda consisting of past meeting minutes and discussion and action on the following new certificate programs: Certificate in Animation & Motion Design; Certificate in Art History; Certificate in Conducting; Certificate in Creative Writing; Certificate in Early Childhood Education; Certificate in Emerging Media and Digital Art; Certificate in Game Design; Certificate in Gender, Sexuality, and Women's Studies; Certificate in Graphic Design; Certificate in Music Performance; Certificate in Music Theory & History; Certificate in Musical Theatre; Certificate in Popular Music; Certificate in Shakespeare Studies; Certificate in Software Development; Certificate in Studio Art; and Certificate in Web Programming.

Other topics of the meeting will include an update on the following bachelor's degree programs: Gender, Sexuality, and Women's Studies; Digital Cinema; and Healthcare Administration. The committee will also discuss student retention with a focus on mental health support including the Oregon Behavioral Health Institute.

The meeting will occur as follows:

Thursday, April 20, 2023

12:00 p.m. to 3:30 p.m. (or until business concludes)

Visit [governance.sou.edu](https://governance.sou.edu) for meeting materials.

To view the proceedings, visit <https://sou.zoom.us/j/85335996815> at the time of the meeting.

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **If special accommodations are required, please contact Christina Martin at (541) 552-8055 at least 72 hours in advance.**

**Public Comment**

Members of the public who wish to provide public comments for the meeting are invited to sign up to speak or to submit their comments in writing at least 24 hours in advance of the meeting to the Board of Trustees email address: [trustees@sou.edu](mailto:trustees@sou.edu). Public comments also may be delivered by hand or mailed to SOU Board of Trustees, 1250 Siskiyou Boulevard, Churchill Hall, Room 107, Ashland, OR 97520.



**Board of Trustees**  
**Academic and Student Affairs Meeting**  
**April 20, 2023**

# **Call to Order / Roll / Declaration of a Quorum**



**Board of Trustees  
Academic and Student Affairs Committee Meeting**

**Thursday, April 20, 2023  
12:00 p.m. – 3:30 p.m. (or until business concludes)  
Meese Room, Hannon Library, SOU Campus  
<https://sou.zoom.us/j/85335996815>**

**AGENDA**

Persons wishing to provide public comment shall sign up in advance or provide written comments.  
Please note: times are approximate and items may be taken out of order.

***Theme: SOU Forward***

5 min	<b>1</b>	<b>Call to Order/Roll/Declaration of a Quorum</b>	Chair Jonathon Bullock
	1.1	Welcome and Opening Remarks	
	1.2	Roll and Declaration of a Quorum	Sabrina Prud'homme, SOU, Board Secretary
	1.3	Agenda Review	Chair Bullock
	<b>2</b>	<b>Public Comment</b>	
5 min.	<b>3</b>	<b>Consent Agenda (Action)</b>	
	3.1	January 19, 2023, Minutes	Chair Bullock
15 min.	<b>4</b>	<b>Provost's Report</b>	Dr. Susan Walsh, SOU, Provost and Vice President for Academic Affairs
	4.1	Provost's Council Update	
	4.2	Transfer Council Update	
	4.3	Faculty Workload Efforts	
	4.4	Other General Updates	
20 min.	<b>5</b>	<b>Vice President's Report</b>	Dr. Neil Woolf, SOU, Vice President for Enrollment Management and Student Affairs
	5.1	Enrollment Management Dashboard	

**Southern Oregon University  
Board of Trustees  
Academic and Student Affairs Committee Meeting  
Thursday, April 20, 2023  
12:00 p.m. – 3:30 p.m. (or until business concludes)**

**AGENDA (Continued)**

5.2 Enrollment Council Update

5.3 Other General Updates

**6 Information, Discussion, and Action Items**

- |         |       |  |   |
|---------|-------|--|---|
| 40 min. | 6.1   | 2023-24 Tuition and Fees Recommendation  | President Rick Bailey;<br>Dr. Susan Walsh; Dr.<br>Neil Woolf; Greg<br>Perkinson, SOU, Vice<br>President for Finance<br>and Administration   |
|         | 6.1.1 | Tuition Advisory Council: Process and<br>Recommendation  |   |
|         | 6.1.2 | Total Cost of Attendance and Remissions for<br>Academic Year 2023-24                               |   |
| 30 min. | 6.2   | Curriculum Update  | Dr. Susan Walsh   |
|         | 6.2.1 | Bachelor of Arts/Bachelor of Science, Gender,<br>Sexuality, and Women’s Studies: Program<br>Update | Dr. Kylan DeVries, SOU,<br>Chair, Gender, Sexuality,<br>and Women’s Studies   |
|         | 6.2.2 | Bachelor of Arts/Bachelor of Science, Digital<br>Cinema: Program Update                            | Andrew Gay, SOU,<br>Chair, Communication,<br>Media and Cinema   |
|         | 6.2.3 | Bachelor of Arts/Bachelor of Science,<br>Healthcare Administration: Program Update                 | Dr. Larry Gibbs, SOU,<br>Chair, Healthcare<br>Administration  |
| 30 min. | 6.3   | New Program Proposals (Action)   | Dr. Susan Walsh; Dr.<br>Dan DeNeui, SOU,<br>Associate Provost and<br>Director of Graduate<br>Studies; Dr. Matt<br>Stillman, SOU, Assistant<br>Vice President for<br>Enrollment Management<br>and University Registrar |
|         | 6.3.1 | Certificate in Animation & Motion Design   |   |

**Southern Oregon University  
Board of Trustees  
Academic and Student Affairs Committee Meeting  
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**AGENDA (Continued)**

- 6.3.2 Certificate in Art History
- 6.3.3 Certificate in Conducting
- 6.3.4 Certificate in Creative Writing
- 6.3.5 Certificate in Early Childhood Education
- 6.3.6 Certificate in Emerging Media and Digital Arts
- 6.3.7 Certificate in Game Design
- 6.3.8 Certificate in Gender, Sexuality and Women's Studies
- 6.3.9 Certificate in Graphic Design
- 6.3.10 Certificate in Music Performance
- 6.3.11 Certificate in Music Theory & History
- 6.3.12 Certificate in Musical Theater
- 6.3.13 Certificate in Popular Music
- 6.3.14 Certificate in Shakespeare Studies
- 6.3.15 Certificate in Software Development
- 6.3.16 Certificate in Studio Art
- 6.3.17 Certificate in Web Programming

20 min. 6.4 Student Retention: Focusing on Mental Health Support

6.4.1 Student Mental Health Support

Dr. Carrie Vath, SOU,  
Dean of Students; Anna  
DiAmatto, SOU,  
Executive Director,  
Student Health and  
Wellness Center

**Southern Oregon University  
Board of Trustees  
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**AGENDA (Continued)**

	6.4.2 Oregon Behavioral Health Institute	Dr. Dan DeNeui; Jeanne Stallman, SOU, Associate Vice President, Government and Corporate Relations
5 min.	6.5 Future Meetings	Chair Bullock
7	<b>Adjournment</b>	Chair Bullock



# Consent Agenda

**Board of Trustees  
Academic and Student Affairs Committee Meeting  
Thursday, January 19, 2023**

**MINUTES**

**Call to Order/Roll/Declaration of a Quorum - Chair Jonathon Bullock**

Chair Jon Bullock called the meeting to order at 12:03 p.m. He welcomed everyone to the first meeting of 2023 and recognized special guests: Dr. Erik Palmer, Dr. Kelly Szott, Dr. Bill Hughes, Dr. Matt Stillman, Dr. Carrie Vath, Kristen Gast, Zac Olson, Miranda Stiles, Ria Galo, and Morgan Ulu.

Board Secretary Sabrina Prud'homme called the roll and a quorum was verified.

**Committee Members:**

Brent Barry	Present	Iris Maria Chavez	Present
Jon Bullock	Present	Andrew Gay	Present
Debra Lee	Present	Barry Thalden	Present
Mimi Pieper	Present		

**Other Trustees in Attendance:** President Rick Bailey, Katherine Cable, and Daniel Santos

**Public Comment**

No members of public offered comments

**Consent Agenda (Action)**

Trustee Barry moved to approve the agenda consisting of minutes of the October 20, 2022, meeting. Trustee Gay seconded the motion and it passed unanimously.

**Provost's Report**

Provost Sue Walsh announced that realignment documents, with an emphasis on cost management, were uploaded to the President's realignment website. She continues to meet with directors and chairs to explore the President's request to figure out SOU can do differently and what SOU can discontinue.

Provost Walsh provided additional updates on the statewide Provost's Council; the Transfer Council; the Higher Education Coordinating Commission's (HECC) Guaranteed Admissions pilot, which SOU already has been doing; SOU's work regarding the elimination of transcript holds; funding for the Strong Start program. She concluded noting her hopes that the legislature would approve a funding model for the Oregon Promise Grant to benefit university students.

**Vice President's Report**

Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs, updated the committee on a variety of items in his unit. He started out by addressing the growing need of mental health service among students and reviewed the new actions SOU is undertaking. The university is contracting with MySSP to offer students, faculty, and staff 24/7 mental health counseling, working with the Western Interstate Commission for Higher Education, and looking at providing professional development for faculty and staff to include an eight-hour course for mental health first aid as well as an Applied Suicide Intervention Skills Training (ASIST).

President Bailey added that SOU is participating in a Suicide Prevention Campaign, “In this Together,” with the United Way of Jackson County and KOB1 TV. This led to a discussion on the opportunity to create SOU’s Oregon Behavioral and Mental Health Sciences Institute (OBMHSI) with a request for state funding of \$2.5M. SOU is the only public university in the state without an institute. This would be a partnership with Portland State University as a resource to the Rogue Valley for research support for local agencies. SOU is seeking ongoing funding from the legislature for OBMHSI.

Dr. Woolf expressed his appreciation of President Bailey and Rogue Community College’s President Weber for growing their partnership and the creation of the inaugural Transfer Council. He also mentioned the continued growth of partnerships with other community colleges and K-12 with data share agreements.

### **Action, Information and Discussion Items**

#### Curriculum Update (Action)

Dr. Susan Walsh shared her excitement around the new curricular developments and reviewed the process for new programs that starts with faculty ideas, includes board approval, and culminates with the HECC.

Trustee Gay provided background on the Bachelor of Arts/Bachelor of Science (BA/BS) in digital cinema which and the proposal for the Bachelor of Fine Arts (BFA) in Digital Cinema. A BFA is often requested by students and will help SOU be more competitive as it offers more specializations and concentration areas. He described benefits of the BFA and the proposed certificate programs: Cinematography and Production Technology; Directing for Scripted Narrative; Media Post-Production; and Producing and Production Management. There was discussion regarding offerings around the state and enrollment projections.

Dr. Walsh introduced Dr. Erik Palmer, who discussed the proposed BA/BS in Media Innovation. Dr. Palmer provided a description of media innovation as SOU’s take on journalism, public relations and advertising. This major would replace the social media and public engagement concentration in the communication department to create additional visibility. He discussed changes in the curriculum that emphasize strategy and innovation; potential for online delivery to attract students in the Portland area; signature courses in the program; and trends of the declared majors/concentrations related disciplines and programs. Trustees discussed the naming of the degree, and how it may appeal to student groups.

Dr. Kelly Szott, Coordinator for the Human Services Program and Associate Professor of Sociology, presented the new program proposal for the BA/BS in Human Services. She stated that this program has functioned as a major for nearly 24 years, as the human services concentration under social science major and was obscure on diplomas. SOU provides a similar education to a BS of social work with 270 hours of practicum. It was designed for adult learners with courses in the evening at Medford campus. There is high interest among students and a community need for behavioral health workers.

Dr. Bill Hughes, Associate Professor and Chair of International Studies, provided a history of the political science program at SOU. Regarding the BA/BS in Politics and

Power, he shared his belief that the study of politics is as important as ever and his desire to take the “presumption of science out of it.” He explained that the proposed program is about how the various relations, dynamics, and institutional arrangements of power affect the peoples’ lives, not only in the here and now but historically and around the world. The goal is to create an interdisciplinary degree to educate students on the connections between disciplines, areas of the world, and cultures, and relate that in a focused manner by way of Politics and Power. There was further discussion about courses and seminars; how the nomenclature will be perceived; how to increase an otherwise declining discipline; and the innovative thinking behind the program.

Trustee Lee moved to approve the resolution on new programs and certificates. Trustee Barry seconded the motion and it passed unanimously.

#### Updates to Financial Aid Processes

Director of Financial Aid, Kristen Gast, reviewed the Financial Aid Simplification Act of 2022, which brings major changes to the Free Application for Federal Student Aid (FAFSA) and to the processing of financial aid. The changes include replacing the “expected family contribution” with the “student aid index beginning 2024-25 Aid Year. This will expand access to federal aid by expanding the Pell grant and linking eligibility to family size and the federal poverty level; it will allow incarcerated students to regain eligibility; and it repeals the lifetime limit on the period for which a borrower can receive subsidized loans of up to 150 percent of the program length. The FAFSA will be simplified by reducing the number of questions, mandating the use of IRS data, and removing Selective Service and drug conviction questions; it will add questions on an applicant’s sex, race, and ethnicity. Improvements around costs of attendance include new categories for housing; food is budgeted at three meals a day; transportation will include to-and-from employment; and housing is budgeted at an average of all residence halls. Ms. Gast preliminarily estimated that these changes will benefit SOU students with an average total increase of \$3,016 per student in financial aid.

#### Student Retention: Performance Indicators

Dr. Matt Stillman began by framing the item as the first year of post-COVID data. He explained that before a student can drop a final credit, they complete a withdrawal survey. Dr. Stillman thanked Alicia Higley, Associate Registrar, for designing and implementing this survey. He reviewed the two topics addressed: why students withdraw from SOU and when they leave, and how SOU can use this information to guide student success strategies. The reasons include (from highest to lowest): mental health, fit, unknown/no response, family issue, health issues, work obligations, financial, COVID-19 mandates, and other. Key findings showed significant differences in students that withdraw early and those who withdraw late being students in the first category leave due to fit and those who leave late and receive no refund is because of mental health. Also, first and second year students leave due to fit and mental health; and third and fourth year students leave because of family issues, unknown, and mental health. There were no significant differences in residency, gender, or ethnicity/race.

Dr. Stillman reviewed mental health services currently provided and ideas for the future. Dr. Vath emphasized the need for increased proactive interventions. There was discussion regarding training, mentoring, and coaching; identifying areas of concentration; and opportunities to increase funding for support of mental health.

Dr. Vath reviewed current practices that address the “fit” of SOU with students who withdraw. She believes the admissions department is doing a great job communicating what SOU is and the heart of the SOU, and she described ways to extend that work once the students arrive through programs such as orientation, Bridge, and athletics. Student are more likely to stay if they have a sense of belonging. Dr. Vath reviewed the five components of student belonging that included seamless student experience; mental health and wellbeing; active and engaged learning; cocurricular and social engagement; and faculty mentoring and support.

Dr. Vath said she, Dr. Woolf, and Dr. Stillman brainstorm frequently to find creative solutions to make positive impacts on mental health. Dr. Woolf stated they will never give up on this and that is why they are looking for additional sources of funding because it is currently funded with student fees. There was further discussion of the shocking nature of the data; the shift from financial woes that typically have led the discussion on student retention; the opportunities for funding projects through grants and partnerships with K12; and the resiliency preparation of college students. SOU hopes to receive resources from the legislature.

#### Faculty Ambassador Recruitment (FAR) Program

Dr. Woolf discussed the objectives of educating faculty on how they can further participate in recruitment efforts and Admissions Director, Zac Olson, commended the amazing work of faculty to help recruit students. Assistant Director, Miranda Stiles, provided an overview of the FAR Program, which is a new initiative that helps bridge the gap between high school/community college students and SOU faculty, allowing for increased engagement in and outside of the classroom. Components of the program include faculty kits, faculty share, and Raider for a Day presentations.

Ms. Stiles described program benefits for students including early engagement, departmental focus, relationship management, and school connection. She also discussed school visits; professors attend these; a website for faculty and staff; monthly meetings, maps, FAQs, contact information and more. Chair Bullock commented on the importance of high school students interacting with college professors and praised the SOU team for its recent participation at Redmond Proficiency Academy on SOU Day.

#### Strategic Diversity Recruitment Efforts

Dr. Woolf introduced Morgan Ulu, Ria Galo, and Zac Olson, and mentioned others who went on the recruitment trip to American Samoa. Dr. Woolf discussed educational attainment in the U.S., American Samoa, and Oregon as well as SOU’s history serving students from American Samoa. Ms. Ulu, company commander and senior at SOU, shared her experiences in upholding her culture and values at SOU as well as her appreciation for the opportunity to fulfill her academic dreams. Dr. Woolf, Ms. Galo, and Ms. Ulu presented details about the recent trip to the island and outcomes of the efforts. Mr. Perkinson presented Ms. Ulu with a Service Excellence Award.

#### Future Meetings

Chair Bullock announced that the committee’s next meeting will be on April 20, 2023, and asked that if any trustee has ideas for agenda items, please send them to him or to the board secretary.

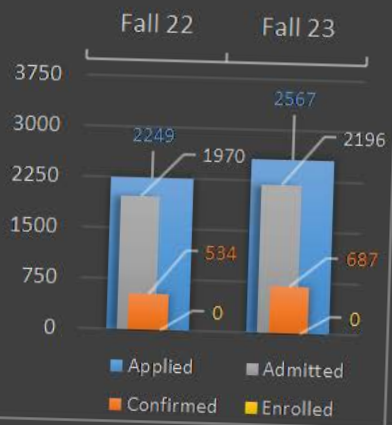
#### Adjournment

Chair Bullock adjourned the meeting at 2:57 p.m.

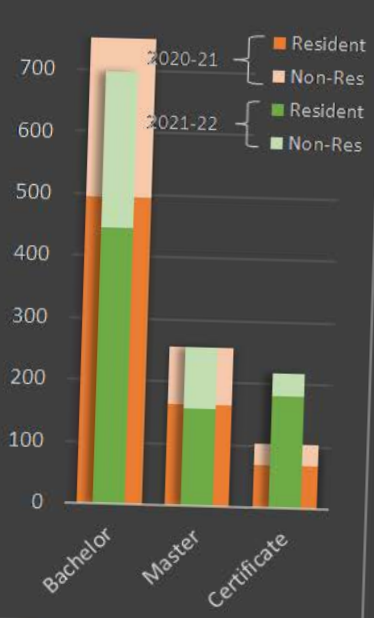
# Provost's Report

# Vice President's Report

### Admission Funnel

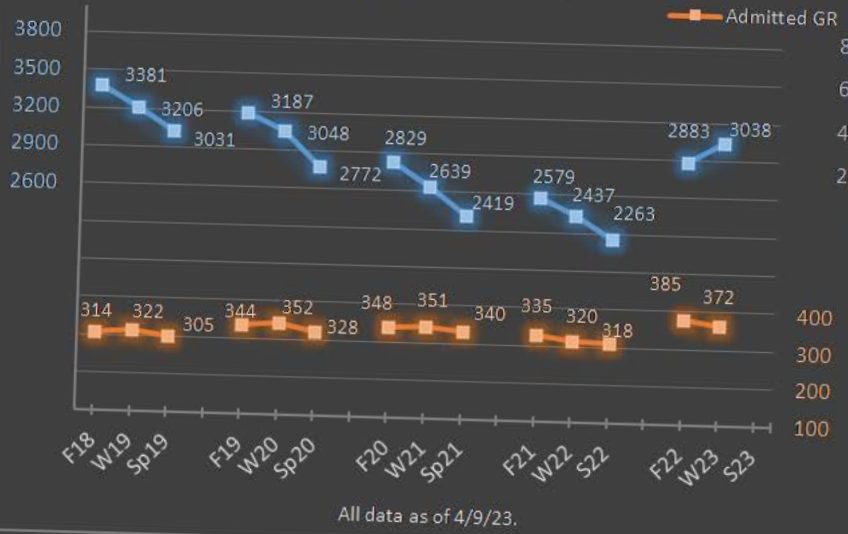


### Degrees Awarded

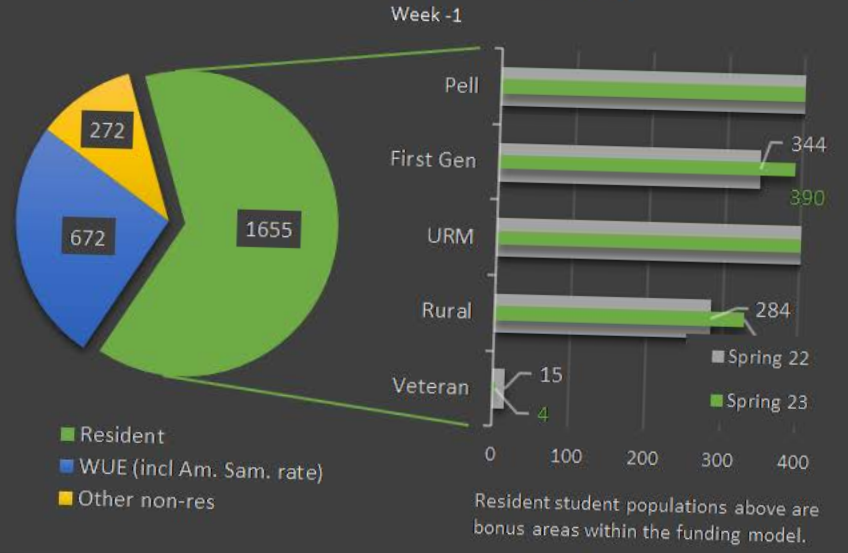


All charts updated on 4/9/2023.

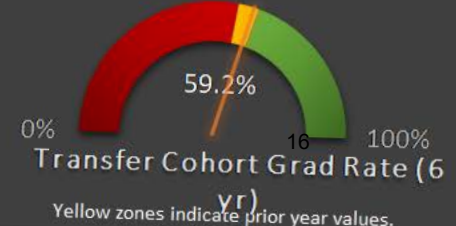
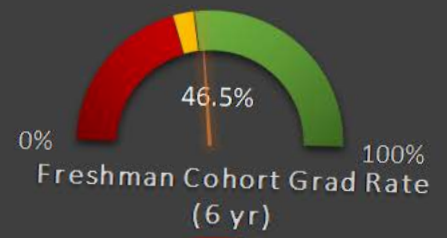
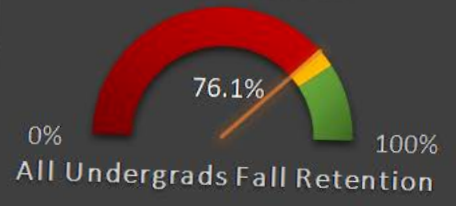
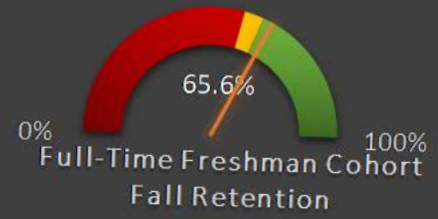
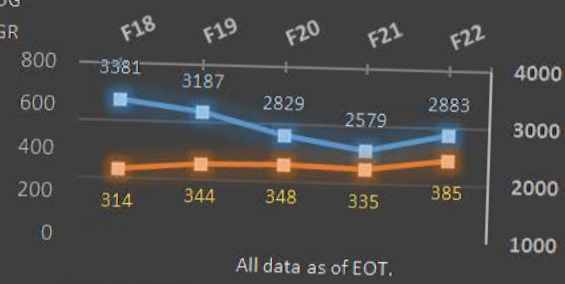
### Academic Year FTE Admitted Students



### Spring 23 Admitted UG Students

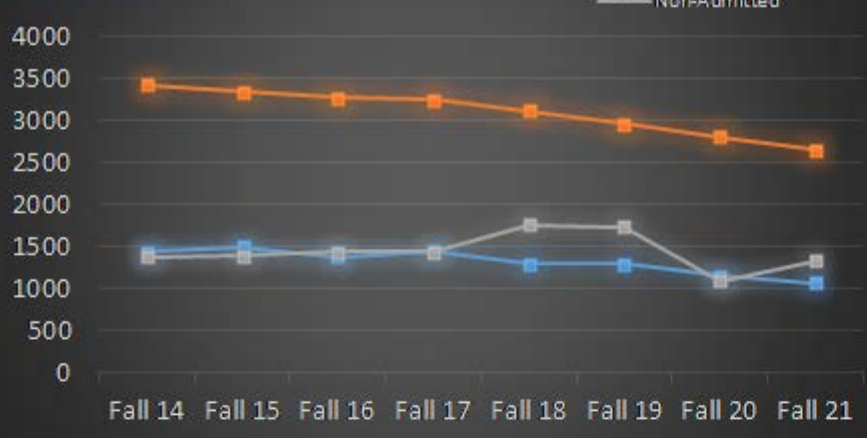


### Fall FTE

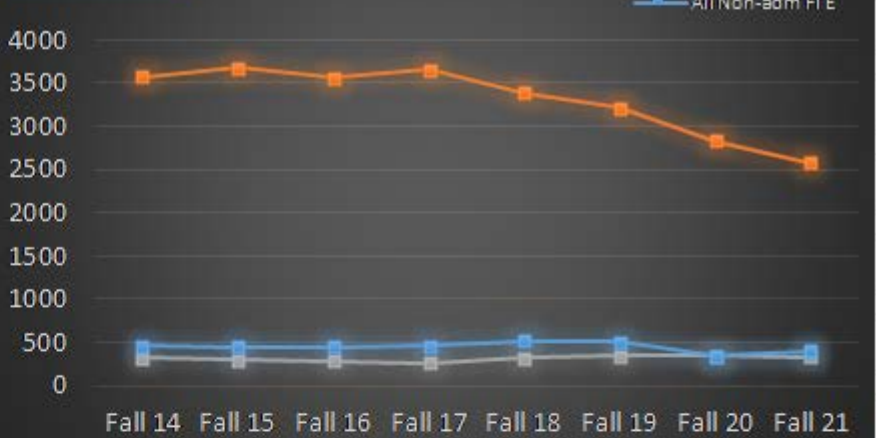




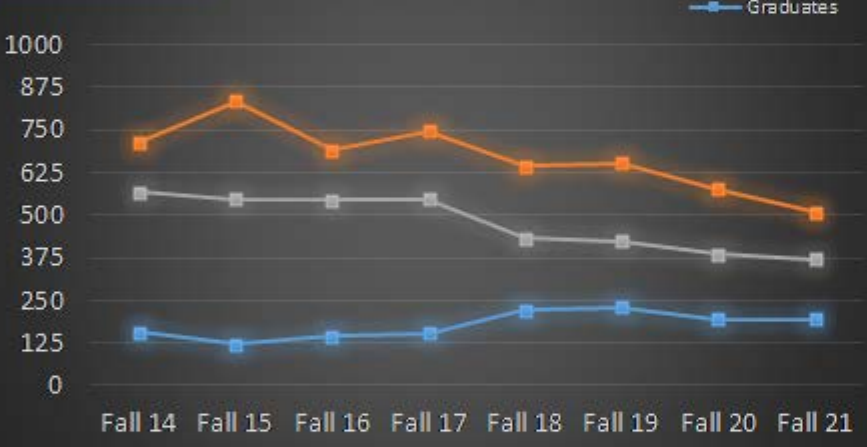
**All Students Headcount**



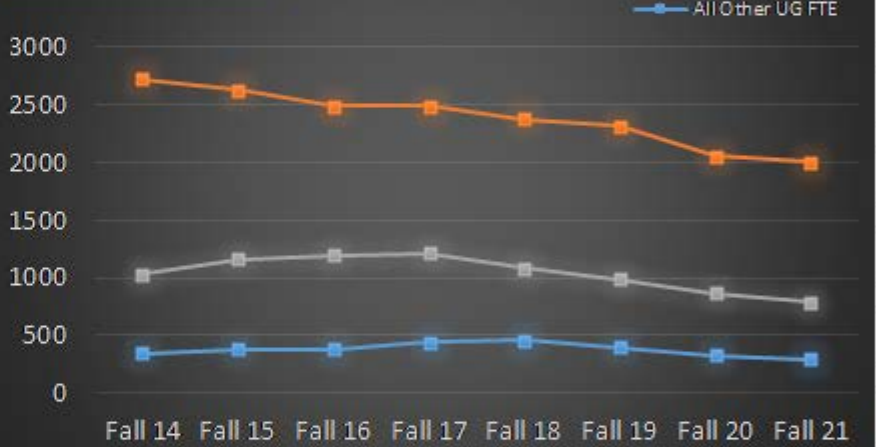
**All Students FTE**



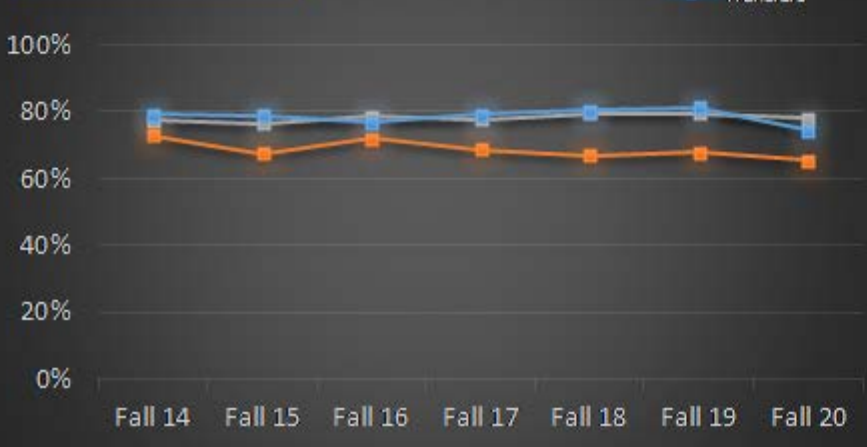
**New Students Headcount**



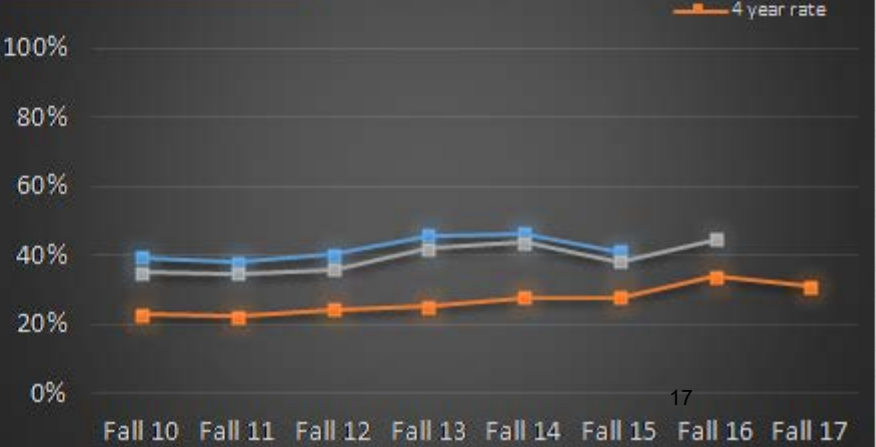
**UG Fee Categories FTE**



**Retention Rates Admitted Students**



**Graduation Rates First-Year Students**



# 2023-24 Tuition and Fees Recommendation

Tuition Advisory Council Website:  
<https://sou.edu/president/tuition-advisory-council/#2023-meetings-closed>

# Roadmap

- Summary of the Tuition Advisory Council's Recommendation
  - Tuition Rates
  - Mandatory Enrollment Fees
  - Total Tuition and Fee Cost Impact to Students
  - One-time Matriculation Fee
- President's Enrollment Fee Recommendation
- President's Tuition Rate Recommendation
- Cost of Attendance
  - Housing and Dining Fee (provided for information only)
  - Summary of Resident Undergraduate (UG) Cost of Attendance

# AY 2023-24 SFC and TAC Mandatory Incidental Fee Recommendations



Mandatory Incidental Fees (Student Fee Process)	Current	Per AY	Proposed	Per AY	\$ ▲ Per Term	\$ ▲ per AY	% ▲
Student Incidental	\$395.00	\$1,185.00	\$412.00	\$1,236.00	\$17.00	\$51.00	4.30%
Green Tag	\$14.00	\$42.00	\$14.00	\$42.00	\$0.00	\$0.00	0.00%
Student Rec Center	\$104.00	\$312.00	\$118.00	\$354.00	\$14.00	\$42.00	13.46%
Composite <u>Incidental</u> Fees:	\$513.00	\$1,539.00	\$544.00	\$1,632.00	\$31.00	\$93.00	6.04%

# President's Tuition Recommendation to Board



	2022-23		2023-24						
Undergraduate Tuition Rate per SCH	Current	Proposed	% Change From Prior AY	Difference Per SCH	Difference Per Term @ 15 SCH	Difference Per Term @ 45 SCH	Annual Tuition Cost		
01-WUE SCH	\$ 314.00	\$ 323.00	2.87%	\$ 9.00	\$ 135.00	\$ 405.00	\$ 14,535.00		
02-UG Resident SCH (incl. EXRES)	\$ 209.00	\$ 215.00	2.87%	\$ 6.00	\$ 90.00	\$ 270.00	\$ 9,675.00		
02.2-UG JackJo Pledge	\$ 156.00	\$ 160.00	2.56%	\$ 4.00	\$ 60.00	\$ 180.00	\$ 7,200.00		
03-UG Non Resident SCH	\$ 617.00	\$ 629.00	1.94%	\$ 12.00	\$ 180.00	\$ 540.00	\$ 28,305.00		
04.1-UG Online SCH RES	\$ 209.00	\$ 215.00	2.87%	\$ 6.00	\$ 90.00	\$ 270.00	\$ 9,675.00		
04.2-UG Online SCH NON-RES	\$ 314.00	\$ 323.00	2.87%	\$ 9.00	\$ 135.00	\$ 405.00	\$ 14,535.00		
04.3-UG Online SCH WUE	\$ 314.00	\$ 323.00	2.87%	\$ 9.00	\$ 135.00	\$ 405.00	\$ 14,535.00		
<b>Graduate Tuition Rate per SCH</b>									
05-GR Resident SCH (incl. EXRES)	\$ 525.00	\$ 539.00	2.67%	\$ 14.00	\$ 210.00	\$ 630.00	\$ 19,404.00		
06-GR Non Resident SCH	\$ 630.00	\$ 643.00	2.06%	\$ 13.00	\$ 195.00	\$ 585.00	\$ 23,148.00		
07.0-GR AP MBA Online SCH	\$ 430.00	\$ 430.00	0.00%	\$ -	\$ -	\$ -	\$ 15,480.00		
07.1-GR Online SCH RES	\$ 525.00	\$ 539.00	2.67%	\$ 14.00	\$ 210.00	\$ 630.00	\$ 19,404.00		
07.2-GR Online SCH NON-RES	\$ 525.00	\$ 536.00	2.10%	\$ 11.00	\$ 165.00	\$ 495.00	\$ 19,296.00		
07.3-GR AP MS.Ed Online SCH	\$ 369.00	\$ 369.00	0.00%	\$ -	\$ -	\$ -	\$ 13,284.00		
08-GR - MEDU SCH	\$ 450.00	\$ 462.00	2.67%	\$ 12.00	\$ 180.00	\$ 540.00	\$ 16,632.00		
<b>Other Categories Tuition Rate per SCH</b>									
09-Staff	\$ 62.00	\$ 64.00	3.23%	\$ 2.00	\$ 30.00	\$ 90.00	\$ 2,880.00		
10-Waived Tuition SCH	\$ -	\$ -	0.00%	\$ -	\$ -	\$ -	\$ -		
11-Course Based Tuition SCH	\$ 118.00	\$ 121.00	2.54%	\$ 3.00	\$ 45.00	\$ 135.00	\$ 5,445.00		
12-Adv Southern Credit SCH	\$ 52.00	\$ 53.00	1.92%	\$ 1.00	\$ 15.00	\$ 45.00 <sup>21</sup>	\$ 2,385.00		
13-Early Entry Credit SCH	\$ 193.00	\$ 198.00	2.59%	\$ 5.00	\$ 75.00	\$ 225.00	\$ 8,910.00		

# Mandatory Enrollment Fees

- **Established by ORS 352.102**
  - [oregonlaws.org/ors/352.102](http://oregonlaws.org/ors/352.102)
  
- **Building Debt-Service & Technology Infrastructure Fee**
  - Recommended by Administration to the President
  - Recommended by the President to the Governing Board
  - Adopted by the Governing Board – included in HECC review/approval
  
- **Health Center Fee**
  - Recommended by the Director, Student Health and Wellness Center to the President
  - Recommended by the President to the Governing Board
  - Adopted by the Governing Board – included in HECC review/approval
  
- **Proposed fee schedules as recommended by TAC on April 5<sup>th</sup>, 2023**

Mandatory Enrollment Fees	Current	Per AY	Proposed	Per AY	\$ ▲ Per Term	\$ ▲ per AY	% ▲
Student Health Services	\$175.00	\$525.00	\$187.00	\$561.00	\$12.00	\$36.00	6.86%
Building Debt-Service Fee	\$50.00	\$150.00	\$50.00	\$150.00	\$0.00	\$0.00	0.00%
Technology Infrastructure Fee	\$25.00	\$75.00	\$25.00	\$75.00	\$0.00	\$0.00	0.00%
Composite <u>Enrollment</u> Fees:	\$250.00	\$750.00	\$262.00	\$786.00	\$12.00	\$36.00	4.80%

# AY 2023-2024 Tuition and Fees Impact to Resident Undergraduate Students

Tuition	Current per Term	Current Per AY	Proposed per Term	Proposed Per AY	\$ ▲ Per Term / Per Credit	\$ ▲ per AY	% ▲
Resident Undergrad	\$3,135	\$9,405	<b>\$3,225.00</b>	\$9,675.00	\$6.00	\$270.00	2.87%
<b>Mandatory Enrollment &amp; Incidental Fees</b>							
Student Incidental & Green Tag	\$409	\$1,227	<b>\$426.00</b>	\$1,278.00	\$17.00	\$51.00	4.16%
Student Rec Center	\$104	\$312	<b>\$118.00</b>	\$354.00	\$14.00	\$42.00	13.46%
Student Health Services	\$175	\$525	<b>\$187.00</b>	\$561.00	\$12.00	\$36.00	6.86%
Building Debt-Service Fee	\$50	\$150	<b>\$50.00</b>	\$150.00	\$0.00	\$0.00	0.00%
Technology Infrastructure Free	\$25	\$75	<b>\$25.00</b>	\$75.00	\$0.00	\$0.00	0.00%
Composite Fees:	\$763	\$2,289	<b>\$806.00</b>	\$2,418.00	\$43.00	\$129.00	5.64%
Composite Tuition and Fees:	\$3,898	\$11,694	<b>\$4,031.00</b>	\$12,093.00	\$49.00	\$399.00	<b>3.41%</b>
HECC - Tuition & Mandatory Enrollment Fees:	\$3,385	\$10,155	<b>\$3,487</b>	\$10,461	\$18	\$306	<b>3.01%</b>

# One-Time Fees: Matriculation

- Assessed only **once** to new undergrads
  - Often deferred until fully enrolled/taking courses
- Designed to reduce (not eliminate) other student administrative fees that once existed:
  - Orientation, Scheduling, transcripts, degree applications, re-enrollment, etc.
  - Also supports first-year interest groups and learning
- Fee was approved to be raised up to \$350 last year (from \$300), but was maintained at \$300 during 2022-2023.

Recommendation:

Begin assessing the Matriculation Fee at \$350 going into 2023-2024, to support cost growth in areas supported by the fee.

Mandatory One-Time Fees	Current	Per AY	Proposed	Per AY	\$ ▲ Per Term	\$ ▲ per AY	% ▲
Matriculation Fee	\$350.00	\$1,050.00	\$350.00	\$1,050.00	\$0.00	\$0.00	0.00%





MANDATORY STUDENT INCIDENTAL FEES – JOINT RECOMMENDATION

For July 1, 2023 through June 30, 2024

Approval pending, document to be updated on April 19<sup>th</sup>

Date: April 19, 2023

To: The Board of Trustees of Southern Oregon University

From: Associated Students of Southern Oregon University (ASSOU)

DESCRIPTION OF REQUEST

Joint Recommendation for Mandatory Incidental Fees for Academic Year 2023-24 & Summer Term 2023

DESCRIPTION OF FUNDS

Mandatory Incidental Fees as authorized and collected according to ORS 352.105. Fees include:

<b>STUDENT INCIDENTAL FEE</b>	
Incidental Fee - Academic Year 2023 - 24	\$412
Incidental Fee - Prior Academic Year 2022 - 23	\$395
\$ Change from Prior Year:	\$17
% Change from Prior Year:	4.30%
Incidental Fee - Summer Term 2023	\$92
Incidental Fee - Prior Summer Term	\$88
\$ Change from Prior Year:	\$4
% Change from Prior Year:	4.30%

Programs Supported

Athletics (Incidental Fee Supported Programs), Campus Recreation (Incidental Fee Supported Programs), Student Life & Educational Activities, Indirect Budget Authority Support (e.g. OCA Art Gallery), Building/Equipment Reserves & General Liability Easements, Incidental Fee Reserve

	<u>Est. AY Collections</u>
Incidental Fee Estimated Collections AY23 -24:	\$2,905,226

<b>GREEN TAG FEE</b>	
Green Tag Fee - Academic Year 2023 - 24	\$14
Incidental Fee - Prior Academic Year 2022 - 23	\$14
\$ Change from Prior Year:	\$0
% Change from Prior Year:	0.00%

Programs Supported

Green Tag Projects

Est. AY Collections

\$98,721

<b>RECREATION CENTER FEE</b>	
Recreation Center Fee - Academic Year 2023 - 24	\$118
Recreation Center Fee - Prior Academic Year 2022 - 23	\$104
\$ Change from Prior Year:	\$14
% Change from Prior Year:	13.46%

Programs Supported

Recreation Center (Building, Debt Service, Core Salaries, etc.)

Est. AY Collections

\$832,079

Recommended by Student Recreation Center Advisory Committee; ASSOU vote scheduled for April 18<sup>th</sup>

**JOINT RECOMMENDATION**

Approve     Disapprove

\_\_\_\_\_  
President, Associated Students  
of Southern Oregon University  
Alicia Gerrity

\_\_\_\_\_  
Date

Approve     Disapprove

\_\_\_\_\_  
President, Southern Oregon University  
Dr. Richard Bailey

\_\_\_\_\_  
Date

**MANDATORY ENROLLMENT and ONE-TIME FEES RECOMMENDATION**

For July 1, 2023 through June 30, 2024

Date: April 12, 2023

To: The Board of Trustees of Southern Oregon University

From: Dr. Richard Bailey, President

DESCRIPTION OF REQUEST

Recommendation for Mandatory Enrollment Fees for Academic Year 2023-24 & Summer Term 2023 and Recommendation of an update to the Matriculation Fee for Academic Year 2023-24

DESCRIPTION OF FUNDS

Mandatory Enrollment Fees as authorized and collected according to ORS 352.102 and One-time fee collection as authorized and collected according to ORS 352.102. Fees include:

<u>BUILDING DEBT SERVICE</u>	
Building Debt Service Fee - Academic Year 2023 - 24	\$50.00
Building Fee (Debt Portion) - Prior Academic Year	\$50.00
\$ Change from Prior Year:	\$0.00
% Change from Prior Year:	0.00%
Building Debt Service Fee - Summer Term 2023	\$37.50
Building Fee (Debt Portion) - Prior Summer Term	\$37.50
\$ Change from Prior Year:	\$0
% Change from Prior Year:	0.00%
<b><u>Programs Supported</u></b>	<b><u>Est. AY Collections</u></b>
Building Debt-Service Reserve	\$352,576
<u>TECHNOLOGY INFRASTRUCTURE FEE</u>	
Technology Infrastructure Fee - Academic Year 2023 - 24	\$25.00
Building Fee (Technology portion) - Prior Academic Year	\$25.00
\$ Change from Prior Year:	\$0.00
% Change from Prior Year:	0.00%
Technology Infrastructure Fee - Summer Term 2023	\$18.75
Building Fee (Technology portion) - Prior Summer Term	\$18.75
\$ Change from Prior Year:	\$0
% Change from Prior Year:	0.00%
<b><u>Programs Supported</u></b>	<b><u>Est. AY Collections</u></b>
Technology Infrastructure	\$176,288
<u>STUDENT HEALTH SERVICES FEE</u>	
Health Services Fee - Academic Year 2023 - 24	\$187.00
Health Services Fee - Prior Academic Year	\$175.00
\$ Change from Prior Year:	\$12.00
% Change from Prior Year:	6.86%
Health Services Fee - Summer Term 2023	\$133.00
Health Services Fee - Prior Summer Term	\$125.00
\$ Change from Prior Year:	\$8.00
% Change from Prior Year:	6.40%
<b><u>Programs Supported</u></b>	<b><u>Est. AY Collections</u></b>
Student Health and Wellness Center and Programs	\$1,318,634
<u>ONE-TIME FEES</u>	
Matriculation Fee - Academic Year 2023 - 24	\$350
Matriculation Fee - Prior Academic Year	\$350
\$ Change from Prior Year:	\$0
% Change from Prior Year:	0.00%
<b><u>Programs Supported</u></b>	<b><u>Est. AY Collections</u></b>
Matriculation Funded Indexes	\$320,000

**PRESIDENT'S RECOMMENDATION**

Approve    Disapprove

  
 \_\_\_\_\_  
 President, Southern Oregon University  
 Dr. Richard Bailey

4/12/2023  
 \_\_\_\_\_  
 Date



**ACADEMIC YEAR 2022-23 TUITION RATE RECOMMENDATION**  
For July 1, 2023 through June 30, 2024

Date: April 12, 2023

To: The Board of Trustees of Southern Oregon University Board of Trustees

From: Dr. Richard Bailey, President

**DESCRIPTION OF REQUEST**

Recommendation of Tuition Rates for Academic Year 2023-24

**DESCRIPTION OF FUNDS**

Tuition Rates as authorized and collected according to ORS 352.102. Rates include:

Undergraduate Tuition Rate per SCH	2022-23		2023-24		% Change From Prior AY	Difference Per SCH	Difference Per Term @ 15 SCH	Difference Per Term @ 45 SCH	Annual Tuition Cost
	Current		Proposed						
01-WUE SCH	\$ 314.00	\$	\$ 323.00		2.87%	\$ 9.00	\$ 135.00	\$ 405.00	\$ 14,535.00
02-UG Resident SCH (incl. EXRES)	\$ 209.00	\$	\$ 215.00		2.87%	\$ 6.00	\$ 90.00	\$ 270.00	\$ 9,675.00
02.2-UG JackJo Pledge	\$ 156.00	\$	\$ 160.00		2.56%	\$ 4.00	\$ 60.00	\$ 180.00	\$ 7,200.00
03-UG Non Resident SCH	\$ 617.00	\$	\$ 629.00		1.94%	\$ 12.00	\$ 180.00	\$ 540.00	\$ 28,305.00
04.1-UG Online SCH RES	\$ 209.00	\$	\$ 215.00		2.87%	\$ 6.00	\$ 90.00	\$ 270.00	\$ 9,675.00
04.2-UG Online SCH NON-RES	\$ 314.00	\$	\$ 323.00		2.87%	\$ 9.00	\$ 135.00	\$ 405.00	\$ 14,535.00
04.3-UG Online SCH WUE	\$ 314.00	\$	\$ 323.00		2.87%	\$ 9.00	\$ 135.00	\$ 405.00	\$ 14,535.00
<b>Graduate Tuition Rate per SCH</b>									
05-GR Resident SCH (incl. EXRES)	\$ 525.00	\$	\$ 539.00		2.67%	\$ 14.00	\$ 210.00	\$ 630.00	\$ 19,404.00
06-GR Non Resident SCH	\$ 630.00	\$	\$ 643.00		2.06%	\$ 13.00	\$ 195.00	\$ 585.00	\$ 23,148.00
07.0-GR AP MBA Online SCH	\$ 430.00	\$	\$ 430.00		0.00%	\$ -	\$ -	\$ -	\$ 15,480.00
07.1-GR Online SCH RES	\$ 525.00	\$	\$ 539.00		2.67%	\$ 14.00	\$ 210.00	\$ 630.00	\$ 19,404.00
07.2-GR Online SCH NON-RES	\$ 525.00	\$	\$ 536.00		2.10%	\$ 11.00	\$ 165.00	\$ 495.00	\$ 19,296.00
07.3-GR AP MS.Ed Online SCH	\$ 369.00	\$	\$ 369.00		0.00%	\$ -	\$ -	\$ -	\$ 13,284.00
08-GR - MEDU SCH	\$ 450.00	\$	\$ 462.00		2.67%	\$ 12.00	\$ 180.00	\$ 540.00	\$ 16,632.00
<b>Other Categories Tuition Rate per SCH</b>									
09-Staff	\$ 62.00	\$	\$ 64.00		3.23%	\$ 2.00	\$ 30.00	\$ 90.00	\$ 2,880.00
10-Waived Tuition SCH	\$ -	\$	\$ -		0.00%	\$ -	\$ -	\$ -	\$ -
11-Course Based Tuition SCH	\$ 118.00	\$	\$ 121.00		2.54%	\$ 3.00	\$ 45.00	\$ 135.00	\$ 5,445.00
12-Adv Southern Credit SCH	\$ 52.00	\$	\$ 53.00		1.92%	\$ 1.00	\$ 15.00	\$ 45.00	\$ 2,385.00
13-Early Entry Credit SCH	\$ 193.00	\$	\$ 198.00		2.59%	\$ 5.00	\$ 75.00	\$ 225.00	\$ 8,910.00

**PRESIDENT'S RECOMMENDATION**

[X] Approve [ ] Disapprove

\_\_\_\_\_  
President, Southern Oregon University  
Dr. Richard Bailey

4/12/2023

\_\_\_\_\_  
Date

# Housing & Dining Rates Update



# Housing & Dining Rates Updates

*-For informational purposes*



Housing	Current	Curr/AY	New Rate	New/AY	Inc \$/Term	Inc \$/AY	Inc %
Greensprings - Double	\$2,851	\$8,553	\$2,937	\$8,553	\$86	\$0	3.00%
Greensprings - Double-as-Single	\$3,766	\$11,298	\$3,879	\$11,298	\$113	\$0	3.00%
Madrone - Single Apartment	\$4,399	\$13,197	\$4,531	\$13,197	\$132	\$0	3.00%
Shasta - Double	\$3,219	\$9,657	\$3,316	\$9,657	\$97	\$0	3.00%
Shasta - Single	\$3,921	\$11,763	\$4,039	\$11,763	\$118	\$0	3.00%
McLoughlin - Double	\$3,390	\$10,170	\$3,492	\$10,170	\$102	\$0	3.00%
McLoughlin - Single	\$4,212	\$12,636	\$4,338	\$12,636	\$126	\$0	3.00%
McLoughlin - Super Single	\$4,633	\$13,899	\$4,772	\$13,899	\$139	\$0	3.00%
McLoughlin - Studio Single	\$4,727	\$14,181	\$4,869	\$14,181	\$142	\$0	3.00%

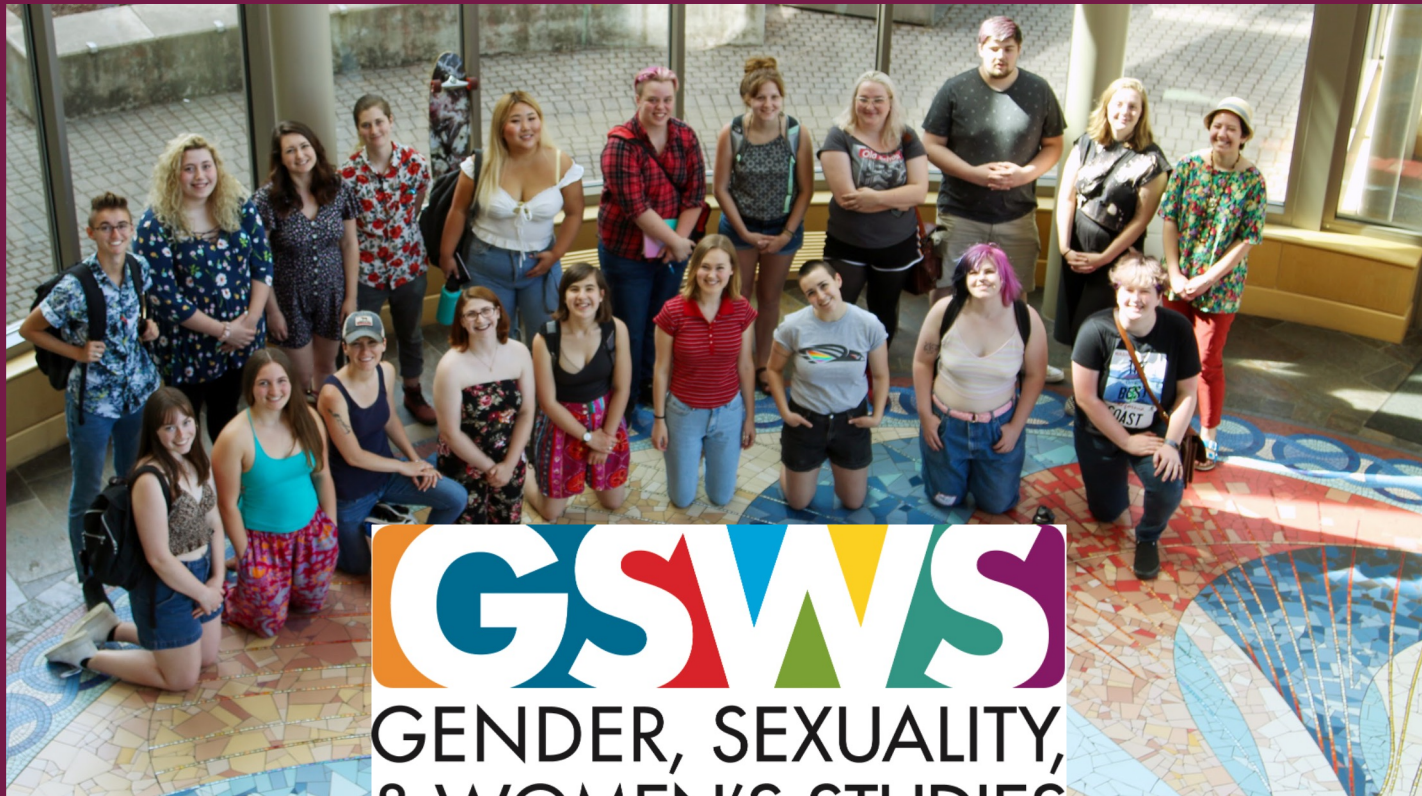
Meals	Current	Curr/AY	New Rate	New/AY	Inc \$/Term	Inc \$/AY	Inc %
Red Plan	\$2,050	\$6,150	\$2,100	\$6,300	\$50	\$150	2.44%
Black Plan	\$2,050	\$6,150	\$2,100	\$6,300	\$50	\$150	2.44%
S Plan	\$1,705	\$5,115	\$1,775	\$5,325	\$70	\$210	4.11%
O Plan	\$1,705	\$5,115	\$1,775	\$5,325	\$70	\$210	4.11%
U Plan	\$1,705	\$5,115	\$1,775	\$5,325	\$70	\$210	4.11%
Rocky Plan	\$1,390	\$4,170	\$1,400	\$4,200	\$10	\$30	0.72%
Hawk Plan	\$950	\$2,850	\$980	\$2,940	\$30	\$90	3.16%
Madrone Plan	\$900	\$2,700	\$900	\$2,700	\$0	\$0	0.00%

# UG Resident Cost of Attendance for Academic Year 2023-24



Tuition	Current per Term	Current Per AY	Proposed per Term	Proposed Per AY	\$ ▲ Per Term / Per Credit	\$ ▲ per AY	% ▲
Resident Undergrad	\$3,135	\$9,405	<b>\$3,225.00</b>	\$9,675.00	\$6.00	\$270.00	2.87%
<b>Mandatory Enrollment &amp; Incidental Fees</b>							
Student Incidental & Green Tag	\$409	\$1,227	<b>\$426.00</b>	\$1,278.00	\$17.00	\$51.00	4.16%
Student Rec Center	\$104	\$312	<b>\$118.00</b>	\$354.00	\$14.00	\$42.00	13.46%
Student Health Services	\$175	\$525	<b>\$187.00</b>	\$561.00	\$12.00	\$36.00	6.86%
Building Debt-Service Fee	\$50	\$150	<b>\$50.00</b>	\$150.00	\$0.00	\$0.00	0.00%
Technology Infrastructure Free	\$25	\$75	<b>\$25.00</b>	\$75.00	\$0.00	\$0.00	0.00%
Composite Fees:	\$763	\$2,289	<b>\$806.00</b>	\$2,418.00	\$43.00	\$129.00	5.64%
Composite Tuition and Fees:	\$3,898	\$11,694	<b>\$4,031.00</b>	\$12,093.00	\$49.00	\$399.00	<b>3.41%</b>
HECC - Tuition & Mandatory Enrollment Fees:	\$3,385	\$10,155	\$3,487	\$10,461	\$18	\$306	<b>3.01%</b>
<b>Housing/Meals</b>							
Shasta Double	\$3,219	\$9,657	<b>\$3,316</b>	\$9,657	\$97	\$0	3.00%
Red Plan	\$2,050	\$6,150	<b>\$2,100</b>	\$6,300	\$50	\$150	2.44%
Composite Housing/Meals Change:	\$5,269	\$15,807	<b>\$5,416</b>	\$16,247	\$147	\$440	2.78%
<b>Cost of Attendance *</b>							
Resident Undergrad	\$9,167	\$27,501	\$9,447	\$28,340	\$196	\$839	<b>3.05%</b>

# Curriculum Update



**GSWS**  
GENDER, SEXUALITY,  
& WOMEN'S STUDIES  
SOUTHERN OREGON UNIVERSITY

**Presented to Board of Trustees  
April 2023  
by**

**Dr. Kylan Mattias de Vries  
GSWS Program Chair, Professor of GSWS and SOAN  
(they or he)**



# Programs:

- BA/BS in GSWS
- Certificate in Transgender Studies
- Minor in GSWS
- Minor in ERS (started Fall 21)
- EDI: Gender, Indigeneity, & Sexuality Micro-Credential
- Certificate in GSWS (starting Fall 23)
- Certificate in ERS (starting Fall 23)
- Trans & Queer Training Program

## Gender, Sexuality, and Women's Studies Major

Advocate. Collaborate. Liberate. Social justice for social change.



# Enrollment Trends:

Major Headcount		Total SCH		GSWS FTE*
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(GSWS prefix, no summer)

AY 20/21	7	790	38
AY 21/22	12	694	34
AY 22/23	16	623	30

Completions	Majors		Minors		Cert
-------------	--------	--	--------	--	------

AY 20/21	1	14	0
AY 21/22	2	8	3
AY 22/23 (on track)	3	9	1

\*Due to administrative release for Chair, EDI Leadership, the TQT Training Program, and other aspects, the 1.5 faculty in GSWS have not had full ELU loading for GSWS courses since the launch in Fall 2020.



**GENDER, SEXUALITY,  
& WOMEN'S STUDIES**

**SOUTHERN OREGON UNIVERSITY**

# Faculty:\*

In Fall 2020 launch:

- 1 Assistant Professor
- 0.5 Tenured Associate Professor
- 8 Affiliated Faculty

Currently:

- 1 Tenured Associate Professor
- 0.5 Tenured Professor
- 13 Affiliated Faculty teaching
- 4 additional Affiliated Faculty on GSWS Council



Kylan de Vries  
GSWS/SOAN



Carey Jean Sojka  
GSWS



Alma Rosa Alvarez  
English



Jackie Apodaca  
Theatre



Travis Campbell  
Economics



Brook Colley  
NAS



Anne Connor  
WLC



Katherine Fox  
SOAN



Joshua Goodman  
Psychology



Justin Harmon  
Philosophy



Laurie Kurutz  
Theatre



Jennifer Longshore  
Art & Art History



Merrilyne Lundahl  
English



Diana Maltz  
English



Emily Miller-Francisco  
Library



Jessica Piekielek  
SOAN



Alena Ruggerio  
Communication



Kelly Szott  
SOAN



Chance White Eyes  
NAS

# Curricular Changes:

- New and revised courses for Gen Ed curriculum, may also count for GSWS students.
- All GSWS and cross-referenced courses are available to any SOU student, except year-long Capstone.
- Increased the number of cross-referenced courses.
- Created GSWS certificate.
- Created ERS certificate (to replace minor).
- Beginning Fall 24, BA/BS will change from 55-56 credits to 58.



# The unexpected:

Pandemic and Alameda fire

- enrollment
- retention
- reduced one-on-one mentorship
- engagement

Shift to remote learning.

Few qualified adjunct faculty in the region.



# Opportunities:

- Continued collaboration with affiliated faculty.
- High-flex modality using [H]OWL device and Zoom.
- Potential to attract new students to SOU.





**Thank you!**



# DIGITAL CINEMA

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**SOUTHERN  
OREGON  
UNIVERSITY**





# DIGITAL CINEMA

## Combining Story with Tech

### Programs:

- BA/BS in Digital Cinema
- BFA in Digital Cinema Production Arts (Coming Soon!)
- Certificate in Documentary Production
- Certificate in Directing Scripted Narrative for the Screen (Coming Soon!)
- Certificate in Screenwriting & Story Development (Coming Soon!)
- Certificate in Producing & Production Management (Coming Soon!)
- Certificate in Cinematography & Production Technology (Coming Soon!)
- Certificate in Media Post-Production (Coming Soon!)



**Your story**

**is independent**

**and self-directed.**

**#YourStoryStartsHere**

[sou.edu/digital-cinema](http://sou.edu/digital-cinema)



**DIGITAL  
CINEMA**

**SOUTHERN  
OREGON  
UNIVERSITY**



# Enrollment Trends

## Steady SCH Growth, Even In Pandemic

### Recent enrollment trends in the Digital Cinema BA/BS:

Major Headcount	( + Concentration *)	Total SCH	DCIN FTE
Fall 2019	53 ( + 19 = 72)	640	50.9
Fall 2020	63 ( + 6 = 69)	772	56.4
Fall 2021	65 ( + 2 = 67)	802	60.9
Fall 2022	64 ( + 0 = 64)	808	59.6

\*The Communication major ended its Digital Cinema concentration when the Digital Cinema major was introduced in 2019.

### New Major Headcount – DCIN Majors Not Enrolled Previous Fall

Fall 2019	16
Fall 2020	24
Fall 2021	20
Fall 2022	24
Fall 2023	43 admitted / 15 deposited

## Completions

### Degrees Awarded by Year

AY 19-20	12
AY 20-21	8
AY 21-22	14
AY 22-23	13 (projected)

Your story sheds light  
on new perspectives.

#YourStoryStartsHere

[sou.edu/digital-cinema](http://sou.edu/digital-cinema)



## Digital Cinema BA/BS & the Digital Cinema Production Arts BFA

Beginning in Fall 2023, all students will start in the BA/BS program, which is open access with no portfolio gateway.

All subject courses are available to all students with the exception of DCIN 410, the year-long Capstone thesis.

The **BA/BS (72 credits)** is a generalist degree, designed to give students a broad overview of production practices.

The **BFA (90 credits)** is a specialized program. Students apply in their sophomore or junior year and choose a concentration area.

Each BFA student completes a year-long Capstone thesis project.



Your story

is ready for its closeup.

#YourStoryStartsHere

[sou.edu/digital-cinema](http://sou.edu/digital-cinema)



DIGITAL  
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OREGON  
UNIVERSITY

# Digital Cinema Faculty



Andrew Gay



Chris Lucas



Vaun Monroe

When launched in Fall 2019:

1 Tenured Associate Professor (36 ELU)

1 Temporary Instructor (45 ELU)

Current staffing:

1 Tenured Associate Professor (12 ELU\*)

2 Tenure-Track Assistant Professors (72 ELU)

**\*Contextual Note:** Due to admin release for department chairing and GE transformation oversight, overall full-time DCIN ELU has only increased by 3 since program launch.



# The Unexpected

## What surprises have we encountered?

- The pandemic significantly curtailed projected enrollment growth. While new student enrollment has remained fairly steady, retention has been a challenge. Many students have been socially ill-prepared for an environment that demands high levels of collaboration with others.
- Lack of sufficient learning spaces is a challenge. The typical SOU classroom is not suited to DCIN needs for either screening or production classes, and adequate lab space is limited. Likewise, the DMC is running out of space to store equipment as we grow.
- The level of production sophistication our students are engaged in requires significant support and supervision outside of class. This continues to be a workload challenge for faculty.

# Opportunities for future innovation & collaboration

As our department  
(Communication, Media &  
Cinema) moves into the new  
School of Arts & Communication,  
we are excited about new  
opportunities for collaboration  
with Theatre, Creative Arts, and  
Music.



Your story

has many players.

#YourStoryStartsHere

[sou.edu/digital-cinema](http://sou.edu/digital-cinema)



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**Your story  
could take you  
virtually anywhere.  
#YourStoryStartsHere  
[sou.edu/digital-cinema](http://sou.edu/digital-cinema)**



## **A Degree is Only the Beginning DCIN Graduates Get Jobs, or Continue Their Studies in Top U.S. Graduate Programs**

“The global movies and entertainment market size was valued at USD 90.92 billion in 2021 and is expected to expand at a compound annual growth rate (CAGR) of 7.2% from 2022 to 2030.”

– Grand View Research

U.S. Bureau of Labor Statistics (BLS) predicts Digital Cinema careers will grow **“much faster than average”** (12% compared to 5% for “all occupations”) over next decade.

**DCIN alum have also been accepted into top MFA grad schools like USC & Chapman.**

## **Academic and Student Affairs Committee Healthcare Administration Program Update – April 20, 2023**

HCA is an interdisciplinary degree which provides a foundation for healthcare systems, terminology, data and human resource management and cultural competence skills for students.

### **Core Faculty:**

- Travis Campbell (Economics)
- Paul Condon (Psychology)
- Katherine Fox (Anthropology)
- Larry Gibbs (Sociology)
- Kristin Hocevar (Communication)
- Patricia 'Trish' Styer (Business)
- Kelly Szott (Sociology)
- Noriko Toyokawa (Psychology)

### **Programs:**

- BA/BA in Healthcare Administration

### **Concentrations:**

- Population, Public and Community Health
- Data Analytics
- Healthcare Personnel Management
- Aging Studies

**Program Specific Scholarship:** Sheila & Chris Clough Scholarship in Healthcare Administration

### **Program Internships:**

- All seniors are required to take complete internships at healthcare facilities in the valley.
- Examples of internships sites our HCA students have used: Asante, Asante Foundation, Providence, La Clinica, Valley Immediate Care, Pacifica Retirement Services, Rogue Valley Manor Health Center, Department of Veteran Affairs (White City), Kensington Memory Care, Providence Community Health Foundation, DaVita (Dialysis clinic), Asante Urgent Care, Fire District Three, Dental Offices and many more providers.



## Enrollment Data

Headcount		Completions (degrees awards)	
Fall 2018	38	AY 2018-19	5
Fall 2019	48	AY 2019-20	14
Fall 2020	49	AY 2020-21	16
Fall 2021	44	AY 2021-22	15
Fall 2022	35	AY 2022-23	11 ( <i>projected</i> )

### Program Highlights:

- 50 graduates
- More than ½ are currently working in health field
- 6 are working outside the state
- 5 have pursued and completed MS, Executive MBA, MPH, MBA (with Healthcare concentration)
- HCA student was one of the two recipients of the 2022 Dankook Award for outstanding senior

## Coming Soon!

### Certificates:

- Certificate in Public Health
- Certificate in Healthcare Economics
- Certificate in Spanish and Latinx Studies for Health Professions

### New Courses:

- Introduction to Public Health
- Introduction to Healthcare Administration
- Healthcare Systems & Technologies (*industry driven course*)

## Goals for the future!

- **Community/SOU Partnerships:**
  - Age-Friendly campus
  - HCA community advisory network/council
  - Stand-alone BA/BS HCA degree targeting current healthcare employees (especially in the valley) with an associate's degree, certification(s), or previous experience in health-related fields

# **New Certificate Program Proposals (Action)**

**Southern Oregon University  
Board of Trustees  
Academic and Student Affairs Committee**

**RESOLUTION  
New Certificate Programs**

Whereas, the Southern Oregon University benefits from a cross-section of high-quality, well-designed curricular programs;

Whereas, the university wishes to offer the following certificate programs:

1. Certificate in Animation & Motion Design;
2. Certificate in Art History;
3. Certificate in Conducting;
4. Certificate in Creative Writing;
5. Certificate in Early Childhood Education;
6. Certificate in Emerging Media and Digital Art;
7. Certificate in Game Design;
8. Certificate in Gender, Sexuality, and Women's Studies;
9. Certificate in Graphic Design;
10. Certificate in Music Performance;
11. Certificate in Music, Theory & History;
12. Certificate in Musical Theater;
13. Certificate in Popular Music;
14. Certificate in Shakespeare Studies;
15. Certificate in Software Development;
16. Certificate in Studio Art; and
17. Certificate in Web Programming;

Whereas, these proposed programs leverage existing institutional strengths and create expanded opportunities for undergraduate students;

Whereas, these programs have been approved by the relevant institutional units and committees, and the SOU Faculty Senate; and

Whereas, the Academic and Student Affairs Committee is authorized by the Board of Trustees to approve new programs on behalf of the Board. Now, therefore,

Be it resolved, the Academic and Student Affairs Committee of the Board of Trustees of the Southern Oregon University hereby approves the aforementioned new certificate programs, as provided in the Committee's April 20, 2023 documentation.

VOTE:

DATE: April 20, 2023

Recorded by the University Board Secretary:

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# New Program Proposal

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Animation & Motion Design**

**CIP Code:** (Classification of Instructional Program):

10.0304 Animation, Interactive Technology, Video Graphics and Special Effects.

## Impact statement:

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?  
*The core courses for this certificate consistently fill to capacity and this certificate gives those students a prescribed path for which courses to take. It will also support the fill rates for classes listed in the elective options.*
2. Will any prerequisites or other course requirements affect other departments/programs? *The certificate requires some EMDA courses that are cross-listed with Theatre. Students may choose electives offered by other departments, specifically Theatre, Digital Cinema, and Communication.* If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.  
*We have been collaborating closely with all chairs, directors, and faculty impacted by the certificate via Google Docs and in-person conversation.*
3. Program Resource evaluation:
  - a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?  
*The certificate as proposed can be taught in-load with current faculty resources.*
  - b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.  
*We currently have sufficient classroom and equipment resources to support the certificate.*
  - c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**)  
*Yes. The certificate does not require additional library resources.*

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

**No. The certificate can be taught with existing resources.**

4. Catalog copy for the new program, including requirements and electives.

## Certificate in Animation & Motion Design

The Certificate in Animation & Motion Design provides students with a path to developing professional animation-based portfolios emphasizing visual storytelling and movement. Students will gain experience in a range of digital animation approaches and techniques.

### Certificate Requirements

#### Core Courses

**16 credits**

EMDA 342	Motion Graphics
EMDA 352	Animation
EMDA 353	3D Modeling
EMDA 354***	3D Character Animation

#### Preproduction and Narrative

**12 credits**

EMDA 347	Storyboarding
EMDA/TA 440	Rendering And Digital Drawing (RADD)
EMDA/TA 441	Design Collaboration Communication (DCC)

#### Production

**4 Credits**

EMDA/TA 447***	Animation & Environmental Production (AEP)
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#### Electives

**8 Credits**

Choose 8 credits from the following:

ART 133	Intro to Drawing
ART 327	Figurative Painting & Drawing
ART 349	Comics & Picture Books
COMM 327	Creative Careers Bootcamp
DCIN 101	Production Tools 1: Audio
DCIN 102	Production Tools 2: DSLR Video
DCIN 103	Production Tools 3: Non-Linear Editing

DCIN 313	Design Problems in Sound and Light
DCIN 321	Cinematography
DCIN 322	Editing
EMDA 350	Projects in Digital Media
EMDA 355***	Introduction to Unreal
EMDA 407	Seminar in Digital Media
TA 262	Costume Design I
TA 445	Lighting Design: Creating the Aesthetic

\*\*\* Course submitted for catalog inclusion this year.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

**Andrew Gay and Deborah Rosenberg have reviewed and voiced their support for this certificate via email.**

4/29/16

## MEMORANDUM

TO: David Bithell, Chair, Emerging Media & Digital Arts

CC: Andrew Gay, Chair, Communication Department; Carrie Forbes, University Librarian; Patrick Stubbins, Executive Assistant to the Provost

FROM: Thomas Dodson, Web & Discovery Librarian, Communication Librarian; Melissa Anderson, Campus Engagement & Research Services Librarian, EMDA Librarian; Emily Miller-Francisco, Collection Development Librarian

DATE: February 20, 2023

SUBJECT: Resources to Support Proposed Certificate in Animation & Motion Design

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two-line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

### ARTICLE DATABASES

Hannon Library provides online access to *Art Full Index* and *Art Index Retrospective*, offering content pertaining to graphic design. In addition, *Gale's Fine Arts & Music Collection* provides more than 150 full-text magazines and journals in fine arts and music, including filmmaking. The *Communication Source* database provides access to publications in media studies as well as communication, rhetoric and discourse, and linguistics. Film studies is well-represented in the *MLA International Bibliography*, which also covers English and foreign language literature, literary theory (including theories of narrative), as well as other dramatic arts such as radio, television, and theater. Research in music (often an integral element in works of animated media) is supported by *Music Index*, containing citations for articles and reviews from selected music and dance journals; *RILM*, a comprehensive, international music bibliography featuring citations, abstracts, and indexes; and the reference sources contained in *Oxford Music Online*. Those researching video games or the telecommunications and electronics industries will find relevant articles in *Computing Database* and *Computer Database*. Students seeking information about creative career opportunities can make use of *IBISWorld*, a powerful tool for conducting industry market research, supplementing what they find there with industry reports and articles from *Gale Business Insights* and *ProQuest Business*.

In addition to these more focused resources, the Library also offers interdisciplinary databases such as: *ProQuest Central*; *ProQuest Social Science Premium Collection*; *JSTOR: Art and Sciences I, II, & III*; and *Project MUSE*.

### VIDEO DATABASES

The Library provides access to video recordings through *Academic Video Online (AVON)*, which covers a range of subject areas including anthropology, business, counseling, film, health, history, music, and more. Videos include documentaries, films, demonstrations, and so on. It contains, for example, *American Cinema*, a video instructional series on film history, as well as the films collected in *Unseen Cinema: Early American Avant-Garde Film 1894-1941*, and a number of animated films from the Korea National University of Arts. *AVON* also contains instructional videos dedicated to the practical side of media production such as editing and the business of filmmaking.

The library also subscribes to *Kanopy (Core Collection)*, providing access to thousands of award-winning films, thought-provoking documentaries, latest festival hits, classic films, TV series, and more. This collection of films supports a wide variety of subject areas including media studies; the arts; politics; diversity, equity and inclusion; LGBTQAI+ identities and issues; psychology; business; sciences; health; education; and history. Most relevant to this assessment, it contains an animation section featuring Oscar winning and nominated films, animated shorts, a selection of animated films from around the world, and animations featured in documentary films.

In addition to our video databases, the Library also maintains a collection of close to 9,000 DVDs.

### JOURNALS



Hannon Library currently subscribes to *Communication Arts*, *Film Comment*, *Film Quarterly*, and *Sight & Sound*. The key journal *Animation Studies* is available for free, discoverable in the *Directory of Open Access Journals (DOAJ)*.

Full-text access to a number of other relevant periodicals is made available through full-text databases and e-journal packages. *Sage Premiere*, for example, provides access to *Animation: An Interdisciplinary Journal*, *Art Full Text to Animation Magazine*, and *Wiley Online Library* to *Computer Animation and Virtual Worlds* and *Computer Graphics Forum*. *Journal for the Association of Computing Machinery*, *Framework: The Journal of Cinema and Media*, *Games and Culture*, and *Computer Graphics Forum* (to May 2011) are each available from multiple sources.

*ProQuest Central* provides full-text access to such journals as *Cultural Studies Review*, *Journal of Cinema and Media Studies*, *The Velvet Light Trap*, *Journal of Film and Video*, and *Film Criticism*. Finally, our subscription to *Taylor & Francis Social Sciences & Humanities Library* provides researchers with full access to 80 journals related to media and film, including *Studies in Documentary Film*, *New Review of Film and Television Studies*, and *Quarterly Review of Film and Video*.

Journals of interest to animation and motion design researchers to which we do not have immediate access can be requested via interlibrary loan (typically delivered within 24 hours).

## BOOKS

Currently, Hannon Library's collections include around 197 print books and 106 ebooks that take animation as their primary subject. With resource sharing, the number of available print books is approximately 3,200. It is worth noting that although books about the history and (aesthetic) theory of animation have some longevity, books focused on technologies and techniques go out of date rapidly. The Library, therefore, relies primarily on its other offerings (e.g., article databases) for coverage in these areas.

Allocations for EMDA books this fiscal year is \$324 with temporary budget reductions. The allocation last year was \$750.

## ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED EMDA UNDERGRADUATE PROGRAM

Hannon Library's holdings of books and journals relating to animation, film studies, and media production are adequate to support a Certificate in Animation & Motion Design.

Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0</b>
<b>Library/Electronic</b>	<b>\$0</b>

Thank you for the opportunity to review and respond to the proposal.

# New Program Proposal

## Certificate in Art History

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Art History**

**CIP Code: 50.0703**

### **Impact statement:**

1. *What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?*

There is no expected change in impact as this is a direct conversion from an existing Minor to a new Certificate.

2. *Will any prerequisites or other course requirements affect other departments/programs? If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.*

No anticipated effects as the only proposed changes are minor reductions in a couple of areas from the Minor.

3. Program Resource evaluation:

- a. *Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?*

As this is a conversion of a Minor to a Certificate, no additional faculty teaching hours are required.

- b. *Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.*

No additional need.

- c. *Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**)*

There will be no additional impact on library resources.

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

None.

4. Catalog copy for the new program, including requirements and electives.

See below.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

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*Note: Changes indicated below are from the previous Minor requirements.*

## Certificate in Art History

The Art History Minor gives students the opportunity to develop their interest in Art History and theory. Students must meet all applicable requirements listed in the Minors section of this catalog, including the Minor residence requirement. The Art History Minor is available to any majors.

## Requirements (28 credits)

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### Art History (28 credits)

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### Core requirements (12 credits)

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- ARTH 350 - Art Theory and Critical Issues 4 credits

Choose 8 credits from the following:

- ARTH 204 - History of Art: Prehistory through Medieval 4 credits
- ARTH 205 - History of Art: Early Modern 4 credits
- ARTH 206 - History of Art: Nineteenth Century to Contemporary 4 credits

**Choose 16 credits from:**

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- ARTH 204 - History of Art: Prehistory through Medieval 4 credits
- ARTH 205 - History of Art: Early Modern 4 credits
- ARTH 206 - History of Art: Nineteenth Century to Contemporary 4 credits
- ARTH 311 - Art and Music of the Twentieth Century to Present 4 credits
- ARTH 330 - Art, Culture, and Technology 4 credits
- ARTH 342 - History of Collaborative Art and Social Practice 4 credits
- ARTH 343 - Globalization and Contemporary Art 4 credits
- ARTH 344 - Art, Culture, and Politics 4 credits
- ARTH 345 - Activist Artists and Work in the Community 4 credits
- ARTH 346 - Art and Sustainability 4 credits
- ARTH 347 - Medicine: Historical Perspectives in Art and Culture 4 credits
- ARTH 360 - History of American Art 4 credits
- ARTH 399 - Special Studies 1 to 18 credits
- ARTH 407 - Seminar 1 to 4 credits
- ARTH 409 - Practicum 1 to 4 credits
- ARTH 445 - Early Modern Art 4 credits
- ARTH 446 - Contemporary Art: 1945-Present 4 credits
- ARTH 450 - Race, Gender, and Ethnicity in Art 4 credits

MEMORANDUM

TO: David Bithell, Art  
FROM: Jan Juliani, Art & Art History subject liaison & Emily Miller-Francisco, Collection Development Librarian  
DATE: February 20, 2023  
SUBJECT: Resources to support proposed Art History Certificate

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

This Art History program existed as a minor before it was proposed as a certificate program. A library collections assessment was performed at the time the minor was proposed. There are a few proposed alterations in the current proposal, however, since the new courses are a relatively small percentage of the total required courses and/or are already required for the approved major, there should be minimal changes in information resource needs.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN ART HISTORY

Hannon Library's holdings of books and journals relating to Art History are adequate to support a certificate-level program in Art History. Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0</b>
<b>Library/Electronic</b>	<b>\$0</b>

Thank you for the opportunity to review and respond to the proposal.

# New Program Proposal

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Conducting**

**CIP Code:** (Classification of Instructional Program): 50.0906

## **Impact statement:**

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?  
The Music program is eliminating the Bachelor of Music program in lieu of a streamlined 62-credit BA/BS in Music with required certificate. The students will have 5 certificates from which to choose. This is one of the five. The certificates were designed to minimize low enrolled courses and included enough overlapping coursework between certificates to move our program from one that runs a deficit to one that is self-sustaining.

Students have expressed interest in a conducting program for many years. Mostly recently, SOU's Music program has filled that gap with supplementary conducting instruction delivered through applied lessons, which is cost prohibitive. It is simply unsustainable. This program eliminates the expense of one-on-one instruction and includes a workshop setting for students to practice their skills in local high school honor bands and choirs.

2. Will any prerequisites or other course requirements affect other departments/programs? No.
3. Program Resource evaluation:
  - a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?  
Because the program replaces applied conducting lessons, existing applied faculty will be moved to these regular courses. This will result in a fiscal savings for the institution.
  - b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.  
None.
  - c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report**.)  
The resources are already present for the courses pulled together for this program. There are no new courses.
  - d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

None.

4. Catalog copy for the new program, including requirements and electives.

The Certificate in Conducting provides students with a focused curriculum in the art of conducting. This program prepares students to be effective conductors of small ensembles and community-based ensembles. Students may use the certificate to fulfill conducting education requirements as a part of pre-service music teacher preparation.

Total credits: 28

#### Required Courses

MUP 390	6 credits
MUP 490	6 credits
MUS 323	2 credits
MUS 324	2 credits
MUS 325	2 credits
MUS 408	4 credits

Choose 6 credits from: MUS 351, MUS 384, MUS 385, MUS 386, MUS 387, MUS 388, MUS 391, MUS 393, MUS 394, MUS 395, MUS 396, MUS 397, or MUS 398.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

N/A

4/29/16

MEMORANDUM

TO: Vicki Purslow, Music  
FROM: Jan Juliani, Cataloging & Digital Projects Librarian, and Emily Miller-Francisco, Collection Development Librarian  
DATE: March 1, 2023  
SUBJECT: Resources to support proposed Certificate in Conducting

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

DATABASES

Hannon Library provides indexing and online access to music-related journals through EBSCOhost's *Music index*, Gale's *Fine Arts & Music Collection*, *JSTOR: Art and Sciences I, II, & III*, *Oxford Music Online*, *Naxos Music Library*, *Project MUSE*, and through *ProQuest Central*. Students may also search our general Hannon Library online catalog that provides access to all of our full text, thousands of which are from clearly-marked peer-reviewed sources.

JOURNALS

We have several journals that would be appropriate to this area of study. We provide immediate online access to:

- *ARSC Journal*
- *International Journal of Music Education*
- *Journal of Historical Research in Music Education*
- *Music & Letters*
- *Music Education Research*
- *Psychology of Music*

For a certificate program, our resources are adequate. Students can also request articles from journals we do not hold through our Interlibrary Loan program.

BOOKS

A subject search for music and conducting yields over a thousand books and eBooks. Limiting the search to books published in the past ten years yields only 72 results, but expanding the search to our shared book system yields 356 books published in the past ten years. Depending on the amount of research required in classes for this certificate, we may want to purchase additional books in this area.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN CONDUCTING

Hannon Library's holdings of books and journals relating to Conducting are adequate to support a certificate-level program. Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0.00</b>
<b>Library/Electronic</b>	<b>\$0.00</b>

Thank you for the opportunity to review and respond to the proposal.



# New Program Proposal

## Certificate in Creative Writing

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Creative Writing**

**CIP Code: 23.1302**

### **Impact statement:**

1. *What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?*

There is no expected change in impact as this is a direct conversion from an existing Minor to a new Certificate.

2. *Will any prerequisites or other course requirements affect other departments/programs? If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.*

No anticipated effects as the only proposed changes are minor reductions in a couple of areas from the Minor.

3. Program Resource evaluation:

- a. *Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?*

As this is a conversion of a Minor to a Certificate, no additional faculty teaching hours are required.

- b. *Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.*

No additional need.

- c. *Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**)*

There will be no additional impact on library resources.

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

None.

4. Catalog copy for the new program, including requirements and electives.

See below.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

Emails with Andrew Gay led us to include more DCIN Screenwriting courses in the elective options.

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*Note: Changes indicated below are from the previous Minor requirements.*

## Certificate in Creative Writing

### Certificate Requirements 32 Credits

#### Lower Division

CW 220 - Introduction to Creative Writing 4 credits

CW 230 - Texts and Traditions 4 credits

CW 281 - Introductory Fiction Writing 4 credits

CW 282 - Introductory Poetry Writing 4 credits

#### Upper Division

CW 320 - Emergent Forms 4 credits

### **Upper Division Electives**

Upper Division Electives - choose 12 credits from approved upper division electives in the list below

CW 380 - Non-Fiction Writing 4 credits

CW 381 - Intermediate Fiction Writing 4 credits

CW 382 - Intermediate Poetry Writing 4 credits

CW 385 - Principles of Dramatic Writing 4 credits

CW 386 - Songwriting 4 credits

CW 481 - Advanced Fiction Writing: Short Story 4 credits

CW 482 - Advanced Poetry Writing 4 credits

CW 484 - Novel Writing 4 credits

CW 499 - Special Studies 1 to 8 credits

ART 349 - Comic and Picture Book Methods 1-4 credits

DCIN 331 - Screenwriting 1: The Short Script 4 credits

DCIN 332 - Screenwriting 2: Developing Features & Pilots 4 credits

DCIN 333 - Screenwriting 3: Advanced Features & Pilots Workshop 4 credits

EMDA 320 - Writing Nonlinear 4 credits

TA 371 - Playwriting 4 credits

M E M O R A N D U M

TO: Professor K. Silem Mohammad and Professor Craig Wright, Creative Writing  
FROM: Thomas Dodson, Creative Writing Librarian, and Emily Miller-Francisco, Collection  
Development Librarian  
DATE: February 13, 2023  
SUBJECT: Resources to support proposed Certificate in Creative Writing

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

This Certificate in Creative Writing program existed as a minor before it was proposed as a certificate program. A library collections assessment was performed at the time the minor was proposed. There are a few proposed alterations in the current proposal, however, since the new courses are a relatively small percentage of the total required courses and/or are already required for the approved major, there should be minimal changes in information resource needs.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN [NAME]

Hannon Library's holdings of books and journals relating to creative writing are adequate to support a certificate-level program in creative writing. Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0</b>
<b>Library/Electronic</b>	<b>\$0</b>

Thank you for the opportunity to review and respond to the proposal.

SOUTHERN OREGON UNIVERSITY  
 School of Education (As of Feb. 14, 2023)  
 Proposal: **Certificate in Early Childhood Education Rev.** (28-35 credits\*)

Rationale: ECE Certificate will provide an additional pathway for admitted students and practicing EC educators from the file to sharpen and refine their skills in working with young children, to scale up their professionalism and leadership qualities in early childhood settings, and to achieve meaningful continuing education credits which can be applied to future degrees.

**\*\*\*Standard I: Promoting Child Development and Learning (3-4 credits)**

Courses	Course No.	Credit
Infants, Toddlers, and Families <b>OR</b>	ECE 360	4
Whole Child Development	ED 240	3

**Standard II: Building Family and Community Relationships/Diversity (4 credits)**

Courses	Course No.	Credit
Children Around the World <b>OR</b>	ED 438	4
Valuing Diversity in ECE	ECE 370	4

**Standard III: Observing, Documenting, & Assessing to Support YC/Families (4 credits)**

Courses	Course No.	Credit
Foundations and Trends in ECE <b>OR</b>	ECE 350	4
Building Resilient Learners	ECE 450	4

**Standard IV: Using Developmentally Effective Approaches (3-4 credits)**

Courses	Course No.	Credit
Play as Core Curriculum (face-to-face) <b>OR</b>	ED 425	3
Developmentally Appropriate Practice in Action	ECE 470	4

**Standard V: Content Knowledge to Build Meaningful Curriculum (4 credits)**

Courses	Course No.	Credit
The Art of Creating Holistic Environment <b>OR</b>	ECE 390	4
Innovations in Curriculum for Young Children	ECE 460	4

**Standard VI: Becoming Professional and 1 Practicum Required (5 credits)\*\***

Courses	Course No.	Credit
Powerful Early Childhood Leaders <b>AND</b>	ECE 480	4
Advanced Practicum & Seminar (One required)	ECE 309	1

**Electives: As approved by Advisor (5-10 credits)**

Courses	Course No.	Credit
Family Community Connections	ECE 380	4
Science and the Young Child	ED 437	4
Saturday Workshops	ED 399	1-6

\* At least one course must be taken for each standard. (Most courses are online except ED 425.)

\*\*At least 1 Practicum credit is required in an ECE setting.

\*\*\* Standards are based on the National Association for the Education of the Young Children (NAEYC) Personnel Preparation Competences.

MEMORANDUM

TO: Professor Kayla Rapet, & Professor Younghee Kim, Early Childhood Education  
FROM: Kate Jones, Access Services & Assessment Librarian, & Carrie Forbes, University Librarian, & Emily Miller-Francisco, Collection Development Librarian  
DATE: February 13, 2023  
SUBJECT: Resources to support proposed Early Childhood Education Certificate

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

This Early Childhood Education program existed as a minor before it was proposed as a certificate program. A library collections assessment was performed at the time the minor was proposed. There are a few proposed alterations in the current proposal, however, since the new courses are a relatively small percentage of the total required courses and/or are already required for the approved major, there should be minimal changes in information resource needs.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN EARLY CHILDHOOD EDUCATION  
Hannon Library's holdings of books and journals relating to early childhood education are adequate to support a certificate-level program in education. Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0</b>
<b>Library/Electronic</b>	<b>\$0</b>

Thank you for the opportunity to review and respond to the proposal.

# New Program Proposal

## Certificate in Emerging Media and Digital Art

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Emerging Media and Digital Art**

**CIP Code: 50.0102 - Digital Arts**

### **Impact statement:**

1. *What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?*

There is no expected impact as this is a direct conversion from an existing Minor to a new Certificate.

2. *Will any prerequisites or other course requirements affect other departments/programs? If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.*

No change from previous requirements of the EMDA Minor.

3. Program Resource evaluation:

- a. *Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?*

As this is a conversion of a Minor to a Certificate, no additional faculty teaching hours are required.

- b. *Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.*

No additional need.

- c. *Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**)*



There will be no additional impact on library resources.

- d. *Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.*

None.

4. Catalog copy for the new program, including requirements and electives.

See below.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

N/A.

## Certificate in Emerging Media and Digital Art

The Certificate in Emerging Media & Digital Arts prepares students with the skills to develop, produce, and evaluate original projects in digital media. Students engage in all stages of the production process and conduct critical investigations into people's roles as participants in and products of technologically mediated culture. The overall requirement for the certificate is 28 credits.

### Certificate Requirements 28 Credits

#### Required Courses (12 credits)

Complete the following 12 credits from Foundations courses:

EMDA 201 - Image and Animation Design 2 credits

EMDA 201R - Image and Animation Design - Recitation 2 credits

EMDA 202 - Sound and Narrative Design 2 credits

EMDA 202R - Sound and Narrative Design - Recitation 2 credits

EMDA 203 - Coding and Interactive Design 2 credits  
EMDA 203R - Coding and Interactive Design - Recitation 2 credits

**Elective Courses (16 credits)**

Any combination from the following:

Any upper division EMDA course

ART 332 - Representational Drawing Methods 1-4 credits  
ART 340 - Photography Methods 1-4 credits  
ART 349 - Comic and Picture Book Methods 1-4 credits  
ART 461 - Programming for Artists 4 credits  
ART 363 - Digital Performance Methods 1-4 credits  
ART 364 - Robotic Art Methods 1-4 credits  
ART 365 - Sound Art and Experimental Music Methods 1-4 credits

ARTH 330 - Art, Culture, and Technology 4 credits  
ARTH 446 - Contemporary Art: 1945-Present 4 credits

BA 330 - Principles of Marketing 4 credits  
BA 488 - Fundamentals of Project Management 4 credits

COMM 322 - Online Journalism 4 credits  
COMM 323 - Strategic Social Media 4 credits  
COMM 325 - Design Thinking 2 credits  
COMM 326 - Multimedia Storytelling 4 credits  
COMM 327 - Creative Careers Bootcamp 4 credits  
COMM 344 - Media Photography 4 credits  
COMM 460D - Technology, Communication, and Culture 4 credits

CS 315 - Computer Imaging 4 credits  
CS 316 - Computer Graphics I 4 credits  
CS 336 - Networks I 4 credits  
CS 360 - Databases 4 credits  
CS 399 - Special Studies 1 to 18 credits

CW 320 - Emergent Forms 4 credits  
CW 380 - Non-Fiction Writing 4 credits  
CW 381 - Intermediate Fiction Writing 4 credits  
CW 382 - Intermediate Poetry Writing 4 credits

CW 386 - Songwriting 4 credits  
CW 420 - Beyond the Workshop 4 credits  
CW 481 - Advanced Fiction Writing: Short Story 4 credits  
CW 482 - Advanced Poetry Writing 4 credits  
CW 484 - Novel Writing 4 credits

DCIN 301 - Innovations in Creative Media 1 credit  
DCIN 313 - Design Problems in Sound & Light 4 credits  
DCIN 321 - Cinematography 4 credits  
DCIN 322 - Advanced Editing for Film & Television 4 credits  
DCIN 399 - Special Studies 1-4 credits  
DCIN 472 - Advanced Production Projects 2-4 credits  
DCIN 472A - Advanced Documentary Production 4 credits  
DCIN 472C - Advanced Promotional Production for Clients 4 credits  
DCIN 472D - Advanced Short Film Production 4 credits  
DCIN 472F - Advanced Virtual Reality Production 4 credits

ENG 327 - Technical Writing 4 credits  
ENG 329 - Grantwriting and Workplace Literacy 4 credits

MUS 340 - Audio and Music Production IV - Game Audio (ProTools 130) 3 credits  
MUS 341 - Audio and Music Production V - Music & Audio for Film & Video 3 credits  
MUS 342 - Audio and Music Production VI - Sound Engineering 3 credits

TA 342 - Sound Engineering 4 credits  
TA 343 - Scene Painting 4 credits  
TA 344 - Technical Drawing for the Arts 4 credits  
TA 346 - Costume Crafts 4 credits  
TA 366 - Costume Construction IV 4 credits  
TA 367 - Costume Construction V 4 credits  
TA 442 - Sound Design 4 credits  
TA 444 - Advanced Stagecraft 4 credits  
TA 445 - Lighting Design I: Creating the Aesthetic 4 credits  
TA 446 - Lighting Design II: Technique and Implementation 4 credits

MEMORANDUM

TO: David Bithell, Creative Arts Program  
FROM: Melissa Anderson, Subject Librarian for EMDA & Emily Miller-Francisco, Collection Development Librarian  
DATE: February 21, 2023  
SUBJECT: Resources to support proposed Emerging Media and Digital Arts Certificate

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

This EMDA program existed as a minor before it was proposed as a certificate program. A library collections assessment was performed at the time the minor was proposed. There are a few proposed alterations in the current proposal, however, since the new courses are a relatively small percentage of the total required courses and/or are already required for the approved major, there should be minimal changes in information resource needs.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN EMERGING MEDIA AND DIGITAL ARTS

Hannon Library's holdings of books and journals relating to [subject] are adequate to support a certificate-level program in [discipline]. Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0</b>
<b>Library/Electronic</b>	<b>\$0</b>

Thank you for the opportunity to review and respond to the proposal.

# New Program Proposal

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Game Design**

**CIP Code: 50.0102 - Digital Arts**

## **Impact statement:**

1. *What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?*

This certificate will support enrollments in EMDA courses as well as eSports Management and Comm course options.

2. *Will any prerequisites or other course requirements affect other departments/programs? If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.*

The inclusion of courses from eSports Management as Context options may contribute to enrollment in those areas and is supported by Jeremy Carlton in Business.

3. Program Resource evaluation:

- a. *Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?*

As the courses required for this certificate are selected from courses currently offered on campus, there is no additional staffing need. Should the program prove exceedingly popular, additional faculty could be warranted to convert the program into a major. In that case, staffing would be desired with expertise in core areas of Game Design and Game Development / Programming.

- b. *Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.*

No additional need for resources.

- c. *Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**)*

Yes, library resources already sufficiently serve the courses included in this certificate.

- d. *Other:* Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

None.

4. Catalog copy for the new program, including requirements and electives.

## Certificate in Game Design

Video game design is a growing interdisciplinary field with connections to all aspects of digital media. The Certificate in Game Design is structured to prepare students for many aspects of this emerging industry, from 2D and 3D asset creation, animation, and narrative design, to coding and game development.

### Lower Division (4 credits)

- EMDA 203 - Coding and Interactive Design
- EMDA 203R - Coding and Interactive Design - Recitation

### Upper Division (28 credits)

#### Development Skills

Choose 4 credits from the following:

- EMDA 355 - Introduction to Unreal (new course proposal)
- EMDA 461 - Programming for Artists

#### Context

Choose 4 credits from the following:

- EMDA 410 - Cultures of Video Gaming: The Serious Business of Play
- COMM 460G - Video Games, Culture, & Communication
- ESM 300 - Introduction to eSports Management
- ESM 301 - Contemporary & Ethical Issues in eSports Management
- ESM 399 - Seminar - eSports Management

## Electives

Choose 20 credits from the following:

- EMDA 320 - Writing Nonlinear
- EMDA 343 - Storyboarding (new course proposal)
- EMDA 348 - Concept Art and Preproduction Methods
- EMDA 350 - Projects in Digital Media
- EMDA 352 - Animation
- EMDA 353 - 3D Modeling
- EMDA 354 - 3D Character Animation
- EMDA 440 - Rendering and Digital Drawing
- EMDA 441 - Design Communication and Collaboration
- EMDA 447 - Animation & Environmental Production (new course proposal)
- MUS 340 - Audio and Music Production IV - Game Audio (ProTools 130)

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

Jeremey Carlton, Chair of Business, positively supports the inclusion of eSports Management courses in this certificate. Have also been in communication with CS via Maggie Vanderberg who is supportive of the certificate and may consider having future faculty hiring align, in part, with this initiative.

TO: David Bithell, Chair, Emerging Media & Digital Arts

CC: Jeremiah Carlton, Chair, School of Business; Carrie Forbes, University Librarian; Patrick Stubbins, Executive Assistant to the Provost

FROM: Thomas Dodson, Web & Discovery Librarian, Communication Librarian; Melissa Anderson, Campus Engagement & Research Services Librarian, EMDA Librarian; Emily Miller-Francisco, Collection Development Librarian

DATE: February 20, 2023

SUBJECT: Resources to Support Proposed Certificate in Game Design

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two-line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

#### DATABASES

Hannon Library provides online access to *Computing Database* and *Computer Database*, covering the telecommunications and electronics industries. Those conducting research related to concept art and graphic design will find resources in *Art Full Index* and *Art Index Retrospective*. In addition, *Gale's Fine Arts & Music Collection* provides more than 150 full-text magazines and journals in fine arts and music. The *Communication Source* database provides access to publications in media studies as well as communication, rhetoric and discourse, and linguistics. The *MLA International Bibliography* covers English and foreign language literature, literary theory (including theories of narrative relevant to game design), as well as other dramatic arts. A recent search of the database revealed approximately 1,600 articles concerned with video games (most of these utilizing a critical media studies, cultural studies, discourse studies, or other humanities-based approach).

Research in music (often an integral element in games) is supported by *Music Index*, containing citations for articles and reviews from selected music and dance journals; *RILM*, a comprehensive, international music bibliography featuring citations, abstracts, and indexes; and the reference sources contained in *Oxford Music Online*.

*Philosopher's Index* contains articles dealing with business and media ethics. Laws related to digital media and eSports management can be researched using *Nexis Uni* (formerly *Lexis Nexis Academic*), *LegalTrac*, and *Fastcase*. Students seeking information about career opportunities in game design or eSports management can make use of *IBISWorld*, a powerful tool for conducting industry market research, supplementing what they find there with industry reports and articles from *Gale Business Insights* and *ProQuest Business*.

In addition to these more focused resources, the Library also offers interdisciplinary databases such as: *ProQuest Central*; *ProQuest Social Science Premium Collection*; *JSTOR: Art and Sciences I, II, & III*; and *Project MUSE*.

The Library provides access to video recordings through *Academic Video Online (AVON)*, which covers a range of subject areas including anthropology, business, counseling, film, health, history, music, and more. Videos include documentaries, films, demonstrations, and so on. *AVON* also contains instructional videos dedicated to the practical side of media production such as video editing as well as a series of videos produced by *Springer Nature* in 2019 that focus on video coding and web development (including lessons dedicated to game development and games programming). It also contains a number of video clips from Bloomberg, CBS, and the BBC featuring reporting on the video game industry.

#### JOURNALS

Hannon Library currently subscribes to *Communication Arts*. The key journals *EAI Endorsed Transaction on Serious Games*, *Game Studies*, *JMIR Serious Games* are all open access, and so available for free online. The journal *Loading...* also appears to make the majority of its content openly available by means of Creative Commons licenses.

Full-text access to a number of other relevant periodicals is made available through full-text databases and e-journal packages. *Sage Premiere*, for example, provides access to *Simulation & Gaming* and *Animation: An Interdisciplinary Journal*,



*Art Full Text to Animation Magazine, ProQuest Central to European Conference on Games Based Learning, and Wiley Online Library to Computer Animation and Virtual Worlds and Computer Graphics Forum. Journal for the Association of Computing Machinery, Games and Culture, and Computer Graphics Forum (to May 2011)* are each available from multiple sources.

Journals of interest to game design researchers to which we do not have immediate access can be requested via interlibrary loan (typically delivered within 24 hours).

#### BOOKS

Currently, Hannon Library's collections contain approximately 73 print books and 299 ebooks that take video games as their primary subject (e.g., gaming history and culture). With resource sharing, the number of available books is close to 3,000. Of these, books that are more specifically concerned with video game design, computer game design, or computer game programming number at around 100 ebooks and only a handful of print books. This is not necessarily concerning for a certificate-level program, since books focused on the technologies and techniques of game development go out of date rapidly, making the monograph a less-than-ideal format for accessing information of this kind. The Library, therefore, relies primarily on its other offerings (e.g., article databases) for coverage in these areas.

Allocations for EMDA books this fiscal year is \$324 with temporary budget reductions. The allocation last year was \$750.

#### ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED EMDA UNDERGRADUATE PROGRAM

Hannon Library's holdings of books and journals relating to animation, game studies, and media production are adequate to support a Certificate in Game Design.

Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0</b>
<b>Library/Electronic</b>	<b>\$0</b>

Thank you for the opportunity to review and respond to the proposal.

# New Program Proposal

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name:** Certificate in Gender, Sexuality, & Women's Studies

**CIP Code:** 05.0299 Ethnic, Cultural Minority, and Gender Studies, Other.

## **Impact statement:**

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?

As an already interdisciplinary program, the Certificate in GSWS will continue to draw from existing courses both within the GSWS program and cross-referenced courses housed in other programs. The Certificate in GSWS builds on the GSWS Minor with an additional required course - GSWS 300: Explorations in GSWS (4 credits). This course is required for the GSWS Major and is already offered once a year. This will positively affect enrollment and not be a burden on the program.

We expect some students working on the GSWS Minor will switch to the Certificate in GSWS. We will also encourage new students interested in the GSWS minor to consider the Certificate in GSWS, but will keep both options. Our GSWS Council, with faculty from multiple disciplines and divisions as well as staff and students, will continue to guide the program, providing institutionalized structure for the connections between GSWS and other programs on campus.

2. Will any prerequisites or other course requirements affect other departments/programs? If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.

The Certificate in GSWS will not create any new prerequisite or course requirements for other programs. The Certificate will involve the addition of an existing course in the GSWS program.

3. Program Resource evaluation:

- a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?

The required course is already in load for a GSWS faculty member.

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

GSWS pedagogy utilizes circle seating for more engaged interactions. In addition, GSWS faculty have been creating high-flex courses with the use of in-person and teleconferencing technology for a more accessible classroom. Currently, GSWS has access to EP 150 which allows us to create this pedagogical space.

- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report.***)

N/A - The creation of this Certificate in GSWS does not change the program need in library resources.

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

No additional resources are needed. GSWS is an interdisciplinary program that utilizes electives in other programs to meet programmatic outcomes. The existing GSWS Council works to maintain the interdisciplinarity of GSWS and will continue to function as it currently does.

4. Catalog copy for the new program, including requirements and electives.  
See next page.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

N/A - The faculty member, who has a joint appointment with SOAN, already teaches GSWS 300: Explorations in GSWS in load.

# GSWS Certificate Requirements (28 credits)

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## I. Foundations (8 credits)

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- GSWS 201 - Introduction to Gender, Sexuality, and Women's Studies 4 credits
- GSWS 300 - Explorations in Gender, Sexuality, and Women's Studies 4 credits

## II. Theory in Action (4 credits)

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- GSWS 410 - Feminist and Queer Theory in Action 4 credits

## Electives

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Take at least 16 credits from the list below, at least 8 of which must be upper division.

- ARTH 345 - Activist Artists and Work in the Community 4 credits
- ARTH 399 - Special Studies 1 to 18 credits (as approved by program chair)
- ARTH 450 - Race, Gender, and Ethnicity in Art 4 credits
- BI 385 - Women in Science 3 credits
- COMM 351 - Gender and Communication 4 credits
- COMM 460 - Topics in Communication 4 credits (as approved by program chair)
- COMM 460A - Women Transforming Language 4 credits
- EC 340 - Gender Issues in Economics 4 credits
- ENG 240 - Native American Narratives, Fiction, and Poetry 4 credits (when the topic is Native Narratives: Native Women's Stories of Survival and Resistance)
- ENG 341 - Class, Culture, and Feminism in Victorian and Edwardian England 4 credits
- ENG 347 - Slumming in the Nineteenth Century 4 credits
- ENG 367 - British Women Writers 4 credits
- ENG 368 - Women Writers in the U.S. 4 credits
- ENG 372A - World War I and its Aftermath 4 credits
- ENG 381A - Narratives of Captivity 4 credits
- ENG 381B - Slave Narratives 4 credits
- ENG 418 - The British Novel after 1850 4 credits
- ENG 443 - Chicanx Literature 4 credits
- ENG 447 - Major Forces in Literature 4 credits (As approved by program chair)
- ENG 447A - Irish Literature 4 credits

- ENG 447B - Race in Britain: Literature after 1945 4 credits
- ENG 447C - The Decadent 1890s 4 credits
- ENG 447D - Trans Literature 4 credits
- ENG 447E - The Harlem Renaissance 4 credits
- ENG 447I - Utopian and Dystopian Literature 4 credits
- ENG 448A - James Baldwin 4 credits
- ENG 454 - U.S. Ethnic Literature 4 credits
- ENG 498 - Topics in Women's Writing 4 credits
- GSWS 199 - Special Topics 1-8 credits
- GSWS 202 - Community Building in Gender, Sexuality, and Women's Studies 2 credits
- GSWS 299 - Special Topics 1-8 credits
- GSWS 301 - Global Gender Movements 4 credits
- GSWS 302 - Contemporary U.S. Women's Movements 4 credits
- GSWS 311 - Masculinities 4 credits
- GSWS 312 - Trans Histories, Trans Futures 4 credits
- GSWS 313 - Fat Studies: Bodies, Culture, and Politics 4 credits
- GSWS 315 - Disability Justice 4 credits
- GSWS 321 - Media Studies in Gender, Sexuality, and Women's Studies 4 credits
- GSWS 341 - Thinking Queerly: Exploring Queer Studies 4 credits
- GSWS 342 - LGBT2QIA+ Lives and Communities 4 credits
- GSWS 343 - Gender, Race, and the Body 4 credits
- or
- SOAN 343 - Gender, Race, and the Body 4 credits
- GSWS 344 - LGBT2QIA+ Health 4 credits
- GSWS 399 - Special Studies 1 to 18 credits
- GSWS 401 - Research 1 to 5 credits
- GSWS 405 - Reading and Conference 1 to 4 credits
- GSWS 407 - Seminar 1 to 4 credits
- GSWS 409 - Practicum 1 to 16 credits
- GSWS 411 - Theories in Gender, Sexuality, and Women's Studies 4 credits
- GSWS 413 - Feminist Philosophy and Theory 4 credits
- GSWS 417 - Sexual Politics in U.S. History 4 credits
- NAS 368 - Native American Topics 4 credits (as approved by program chair)
- NAS 368A - Queer Indigenous Studies 4 credits
- NAS 368B - Indigenous Masculinities 4 credits
- NAS 368C - Decolonizing Transgender 4 credits
- NAS 440 - American Indian Identities 4 credits
- PHL 373 - Philosophy and Sexuality 4 credits
- PHL 399 - Special Studies 4 credits (As approved by program chair)
- PSY 369 - Human Sexuality 4 credits
- PSY 492 - Psychology of Women 4 credits
- SOAN 304 - Poverty, Family, and Policy 4 credits
- SOAN 340 - Anthropology and Sociology of Gender 4 credits
- SOAN 342 - Trans\*forming Institutions 4 credits
- SOAN 399 - Special Studies 1 to 18 credits (as approved by program chair)
- SOAN 407 - Seminar 1 to 4 credits (As approved by program chair)

- SOAN \_\_\_\_ - Antiracist Social and Feminist Theory 4 credits
- TA 348 - U.S. Burlesque History 4 credits

## Notes:

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Other courses may be approved to count for the Gender, Sexuality, and Women's Studies Certificate upon petition to the program chair.

Students are strongly advised to plan their course of study with the program chair.

## Combining Majors and Minors:

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GSWS Majors are ineligible for a GSWS Certificate.

MEMORANDUM

TO: Kelly Szott, Gender, Sexuality, and Women’s Studies  
FROM: Emily Miller-Francisco, Gender, Sexuality, and Women’s Studies and Collection Development Librarian  
DATE: January 24, 2023  
SUBJECT: Resources to support proposed Gender, Sexuality, and Women’s Studies Certificate

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

This program is primarily reliant on classes that are part of the Gender, Sexuality, and Women’s Studies major program. A library collections assessment was performed at the time the major was proposed. There are no changes in information resource needs with the new proposal.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN GENDER, SEXUALITY, AND WOMEN’S STUDIES

Hannon Library’s holdings of books and journals relating to Gender, Sexuality, and Women’s Studies are adequate to support a certificate-level program in Gender, Sexuality, and Women’s Studies. Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0</b>
<b>Library/Electronic</b>	<b>\$0</b>

Thank you for the opportunity to review and respond to the proposal.

# New Program Proposal

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name:** Certificate in Graphic Design

**CIP Code:** 50.0102 - Digital Arts

## **Impact statement:**

1. *What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?*

The Graphic Design certificate will help support the EMDA and COMM programs by creating a direct path for students interested in graphic design as a chosen career path. The included courses have high fill rates and the addition of this certificate will continue this trend.

2. *Will any prerequisites or other course requirements affect other departments/programs? If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.*

We have been in communication with Erik Palmer and Andrew Gay in the COMM department. They have confirmed and agreed that the chosen classes from their department will serve the certificate well and will be offered regularly.

3. Program Resource evaluation:

- a. *Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?*

All classes in certificate are currently being offered in rotation with current staffing. The one new course, EMDA 443, will be offered by Sam Hayes-Hicks in place of EMDA 345, which will be offered less infrequently.



There is potential for future expansion of this certificate to be additionally offered in an online / remote only option for distance learners. In that case, additional TxT adjunct faculty (approx. 4-8 ELU per term) would be required.

- b. *Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.*

Currently no new facilities or equipment will be needed when certificate is approved.

- c. *Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and attach a copy of their report.)*

Yes.

- d. *Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.*

Not at this time.

4. Catalog copy for the new program, including requirements and electives.

See below.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

## Certificate in Graphic Design

The Certificate in Graphic Design prepares students with the skills to develop, produce, and evaluate original projects in digital media. Students engage in all stages of the production process and conduct critical investigations into people's roles as participants in and products of technologically mediated culture. The Certificate in Graphic Design exposes students to the fundamental skills required to make informed graphic design decisions. They will develop critical processes, historical context, and communication through image-making and typography. The goal of this certificate is to equip students with an applicable skill set of transferable formal and conceptual tools that will prepare them for an entry level job in the field of graphic design upon completion. The overall requirement for the certificate is 32 credits.

## **Certificate Requirements**

### **Core Courses**

**24 credits**

EMDA 201 - Image and Animation Design 2 credits

EMDA 201R - Image and Animation Design - Recitation 2 credits

EMDA 343 - Graphic Design Methods 4 credits

EMDA 342 - Motion Graphics 4 credits

EMDA 360 - Portfolio 4 credits

EMDA 443 - Graphic Design Advanced Topics 4 credits

COMM 221 - Creative Industries 2 credits

COMM 325 - Design Thinking 2 credits

### **Electives**

**8 Credits**

Choose 8 credits from the following:

EMDA 345 - Typography Methods 4 credits

EMDA 440 - Rendering and Digital Design 4 credits

EMDA 441 - Design, Communication, Collaboration 4 credits

COMM 323 - Strategic Social Media 4 credits

COMM - Mobile Image Making 4 credits

COMM - Storytelling Foundations 4 credits

ART 240 - Photography 4 credits

TO: David Bithell, Chair, Emerging Media & Digital Arts

CC: Andrew Gay, Chair, Communication Department; Erik Palmer, Associate Professor and Program Coordinator of Social Media & Journalism; Carrie Forbes, University Librarian; Patrick Stubbins, Executive Assistant to the Provost

FROM: Thomas Dodson, Web & Discovery Librarian, Communication Librarian; Melissa Anderson, Campus Engagement & Research Services Librarian, EMDA Librarian; Emily Miller-Francisco, Collection Development Librarian

DATE: February 20, 2023

SUBJECT: Resources to Support Proposed Certificate in Graphic Design

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two-line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

#### DATABASES

Hannon Library provides online access to *Art Full Text* and *Art Index Retrospective*, containing articles, reviews, and image reproductions from selected art and architecture journals and magazines. In addition, *Gale's Fine Arts & Music Collection* provides more than 150 full-text magazines and journals in fine arts and music. Those studying video games, social media, and the telecommunications and electronics industries will find relevant articles in *Computing Database* and *Computer Database*. Students seeking information about creative career opportunities can make use of *IBISWorld*, a powerful tool for conducting industry market research, supplementing what they find there with industry reports and articles from *Gale Business Insights* and *ProQuest Business*.

In addition to these more focused resources, the Library also offers interdisciplinary databases such as: *ProQuest Central*; *ProQuest Social Science Premium Collection*; *JSTOR: Art and Sciences I, II, & III*; and *Project MUSE*.

#### JOURNALS

Hannon Library provides full-text access to a number of graphic design periodicals through full-text and e-journal packages. *ProQuest Central*, for example, provides full-text access to *Step Inside Design* (through March 2009), *Computer Arts* (through June 2019), and *Journal of Graphic Engineering and Design* (an open access journal). The journals *Surface Design* and *Acta Graphica* can be accessed through *Art Full Text*. *Wiley Online Library* contains *Computer Animation and Virtual Worlds* and *Computer Graphics Forum*. Several journals are available from multiple sources: *Print* (through 2017), *Eye: The International Review of Graphic Design*, and *Computer Graphics Forum* (to May 2011).

Journals of interest to graphic design researchers to which we do not have immediate access can be requested via interlibrary loan (typically delivered within 24 hours).

#### BOOKS

Currently, Hannon Library's collections include books in a number of subjects area relevant to the proposed certificate. These include<sup>1</sup>:

Subject Area	Print Books	Ebooks
Graphic Design (Typography)	49	37
Graphic Arts -- Technique	21	3

<sup>1</sup> Book estimates in subject areas are approximate and conservative, arrived at by a search of the library catalog using the appropriate Library of Congress Subject Heading (e.g., "industrial design"). Graphic and visual design is spread amongst many subject headings, making a comprehensive count of our holdings in this area impractical for this assessment.

Book Design	31	19
Industrial Design	88	108
Social Media	192	576
Web Design	106	278
Comics	347	324

Allocations for EMDA books this fiscal year is \$324 with temporary budget reductions. The allocation last year was \$750.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED EMDA UNDERGRADUATE PROGRAM

Hannon Library’s holdings of books and journals relating to graphic design are adequate to support a Certificate in Graphic Design.

Please use these amounts in the HECC Budget Outline Form:

**Library/Printed            \$0**

**Library/Electronic        \$0**

Thank you for the opportunity to review and respond to the proposal.

## New Program Proposal

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Music Performance**

**CIP Code:** (Classification of Instructional Program): 50.0902

The Certificate in Music Performance will replace the Bachelor of Music in Performance. It enhances the Certificate options required as part of the newly envisioned BA/BS in Music. The Music program is eliminating the Bachelor of Music program in lieu of a streamlined 62-credit BA/BS in Music with required certificate. The students will have 5 certificates from which to choose. This is one of the five. The certificates were designed to minimize low enrolled courses and included enough overlapping coursework to move our program from running a deficit to one that is self-sustaining.

SOU has a strong connection to the Oregon Shakespeare Festival, Britt Festivals, and the Rogue Valley Symphony; each has expressed a need for student performers. For example, OSF, Oregon Cabaret Theatre and the Camelot Theatre have hired several of our students to perform in the orchestra pit for the musicals. Britt Festivals are now hiring our most outstanding students to supplement the orchestra (and large choir) during its classical season. Both offer internships that our students enjoy on an on-going basis. The Rogue Valley Symphony offers internships for our music majors.

This certificate creates a pipeline of musicians for the multitude of existing and future community ensembles. Additionally, many of our students leave and participate in community performance opportunities in other regions.

### **Impact statement:**

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?  
This program is expected to increase program efficiency by ensuring that our most expensive classes (applied lessons) are targeted at students wanting a career in music performance. The current applied lesson format is financially unsustainable and this program allows us to have better control over our expenses. There is no effect anticipated on existing courses other than to shift students from more expensive course models to others with greater efficiency.
2. Will any prerequisites or other course requirements affect other departments/programs? No.
3. Program Resource evaluation:
  - a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?  
No additional staffing will be needed.

b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

None.

c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report.***)

Yes – we are proposing nothing new in terms of specific courses.

d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

None.

4. Catalog copy for the new program, including requirements and electives.

The Certificate in Music Performance prepares students to express the highest level of artistry and creativity and for careers in the performing arts.

Total credits: 28

Required Core Courses

MUP 390	12 credits
MUP 490	12 credits
MUS 350	1 credit
MUS 450	1 credit

Choose 2 credits from MUS 323, MUS 335, MUS 351, MUS 384, MUS 385, MUS 386, MUS 387, MUS 388, MUS 391, MUS 393, MUS 394, MUS 395, MUS 396, MUS 397, or MUS 398.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

N/A

4/29/16

MEMORANDUM

TO: Vicki Purslow, Music  
FROM: Jan Juliani, Cataloging & Digital Projects Librarian, and Emily Miller-Francisco, Collection Development Librarian  
DATE: March 1, 2023  
SUBJECT: Resources to support proposed Certificate in Music Performance

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

DATABASES

Hannon Library provides indexing and online access to music-related journals through EBSCOhost's *Music index*, Gale's *Fine Arts & Music Collection*, *JSTOR: Art and Sciences I, II, & III*, *Oxford Music Online*, *Naxos Music Library*, *Project MUSE*, and through *ProQuest Central*. Students may also search our general Hannon Library online catalog that provides access to all of our full text, thousands of which are from clearly-marked peer-reviewed sources.

JOURNALS

We have several journals that would be appropriate to this area of study. We provide immediate online access to:

- *ARSC Journal*
- *International Journal of Music Education*
- *Journal of Historical Research in Music Education*
- *Music & Letters*
- *Music Education Research*
- *Psychology of Music*

For a certificate program, our resources are adequate. Students can also request articles from journals we do not hold through our Interlibrary Loan program.

BOOKS

A subject search for music and performance yields 552 books and eBooks. Limiting the search to books published in the past ten years yields 296 results, but expanding the search to our shared book system yields 698 books published in the past ten years. Depending on the amount of research required in classes for this certificate, we may want to purchase additional books in this area.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN PERFORMANCE

Hannon Library's holdings of books and journals relating to Performance are adequate to support a certificate-level program. Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0.00</b>
<b>Library/Electronic</b>	<b>\$0.00</b>

Thank you for the opportunity to review and respond to the proposal.

## New Program Proposal

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Music Theory & History**

**CIP Code:** (Classification of Instructional Program): 50.0902

The Certificate in Music Theory & History provides learners with a strong foundation in the analysis, history and writing of music in a variety of styles. It is also an excellent preparation for graduate study in music theory, music history, or composition/song-writing. The certificate also provides an efficient path to graduation with a music degree for transfer students. The certificate also offers excellent preparation for graduate study in music theory, music history, or composition/song-writing. Graduate study in the field is required for a position teaching music theory or history at the college-level. Typical jobs for a student completing this certificate include private music teacher, music composer/arranger/song-writer and music librarian (for band, choral and other types of sheet music).

This certificate will be very helpful for the music major transfer student, who has the greatest challenges in completing a 4-year degree in 4 years. Typically, community transfer students come to us underprepared (either because of a limitation on the number of courses available to them previous to SOU or because of the volume of non-music coursework required in the AAOT). The lack of coursework generally results in a 5- or 6-year degree completion plan, especially with our alternating year course schedule. This certificate mitigates that problem through a carefully curated series of courses are 1) most prominent at community colleges and 2) offered yearly at SOU. This reduces two common bottlenecks to graduation. This certificate becomes the easiest pathway for transfer students seeking the BA/BS in Music if they come to us having completed most of the courses toward the music major or minor, with or without the AAOT.

The Music program is eliminating the Bachelor of Music program in lieu of a streamlined 62-credit BA/BS in Music with required certificate. The students will have 5 certificates from which to choose. This is one of the five. The certificates were designed to minimize low enrolled courses and included enough overlapping coursework to move our program from running a deficit to one that is self-sustaining.

### **Impact statement:**

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?  
This program is expected in increase enrollment in upper division music theory such that our classes will be closer to capacity on a regular basis.
2. Will any prerequisites or other course requirements affect other departments/programs? No.



3. Program Resource evaluation:

- a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?  
No additional staffing will be needed.
- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.  
None.
- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**)  
Yes – we are proposing nothing new in terms of specific courses.
- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.  
None.

4. Catalog copy for the new program, including requirements and electives.

The Certificate in Music Theory & History provides a strong foundation in the analysis, history and writing of music in a variety of styles. Typical career paths include private music teacher, music composer/arranger/song-writer and music librarian (for band, choral and other types of sheet music).

Total credits: 27

Required Core Courses

MUS 202: Music of the World	4 credits
MUS 221: Music Theory 1	2 credits
MUS 222: Music Theory 2	2 credits
MUS 223: Music Theory 3	2 credits
MUS 224: Aural Skills 1	1 credit
MUS 225: Aural Skills 2	1 credit
MUS 226: Aural Skills 3	1 credit
MUS 323: Conducting I	2 credits
Choose 2: MUS 360, 361 or 362: Music History	6 credits

Choose 6 credits from MUS 440, MUS 441, MUS 442, MUS 443, MUS 444, MUS 445 or MUS 446.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

N/A

MEMORANDUM

TO: Vicki Purslow, Music  
FROM: Jan Juliani, Cataloging & Digital Projects Librarian, and Emily Miller-Francisco, Collection Development Librarian  
DATE: March 1, 2023  
SUBJECT: Resources to support proposed Certificate in Music Theory & History

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

DATABASES

Hannon Library provides indexing and online access to music-related journals through EBSCOhost's *Music index*, Gale's *Fine Arts & Music Collection*, *JSTOR: Art and Sciences I, II, & III*, *Oxford Music Online*, *Naxos Music Library*, *Project MUSE*, and through *ProQuest Central*. Students may also search our general Hannon Library online catalog that provides access to all of our full text, thousands of which are from clearly-marked peer-reviewed sources.

JOURNALS

We have several journals that would be appropriate to this area of study. We provide immediate online access to:

- *International Journal of Music Education*
- *Journal of Historical Research in Music Education*
- *Music & Letters*
- *Music Education Research*

For a certificate program, our resources are adequate. Students can also request articles from journals we do not hold through our Interlibrary Loan program.

BOOKS

A subject search for music, theory, and history yields 710 books and eBooks. Limiting the search to books published in the past ten years yields 516 results, and expanding the search to our shared book system yields over a thousand books published in the past ten years. Depending on the amount of research required in classes for this certificate, we may want to purchase additional books in this area.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN MUSIC THEORY & HISTORY

Hannon Library's holdings of books and journals relating to Music Theory & History are adequate to support a certificate-level program. Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0.00</b>
<b>Library/Electronic</b>	<b>\$0.00</b>

Thank you for the opportunity to review and respond to the proposal.

# New Program Proposal

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Musical Theatre**

**CIP Code:** (Classification of Instructional Program): 50.0501

## **Impact statement:**

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?  
**Because this program will replace the existing Musical Theatre Minor and offers the same curriculum, we do not believe there will be any impact on existing courses.**
  
2. Will any prerequisites or other course requirements affect other departments/programs? **No.** If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.
  
3. Program Resource evaluation:
  - a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?  
**Because this program will replace the existing Musical Theatre Minor and offers the same curriculum, we do not believe there will be any changes to faculty availability or teaching obligations.**
  
  - b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.  
**Because this program will replace the existing Musical Theatre Minor and offers the same curriculum, we do not believe there will be any changes to needs for classroom, equipment, or laboratory space.**
  
  - c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report.***)  
**Because this program will replace the existing Musical Theatre Minor and offers the same curriculum, Library resources are already sufficient to meet the needs of this program.**

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.  
**No additional resources needed.**

4. Catalog copy for the new program, including requirements and electives.  
**The Certificate in Musical Theatre is intended to develop proficiency in all three areas of Musical Theatre – singing, acting, and dance – and is open to all SOU students regardless of their major.**

- **Requirements:**
  - **MUS 100 or 121 or 192.**
  - **TA 129 or 246 or 270 or MUP 170 (4 credits).**
  - **TA 157 or 257.**
  - **Two from the following:**
    - **TA 189, 192, 193, 289, 293, 295.**
  - **All of the following:**
    - **TA 357A, 357B, 358.**

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

**N/A**

4/29/16

## New Program Proposal

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Popular Music**

**CIP Code:** (Classification of Instructional Program): 50.0902

The Certificate in Popular Music, previously known as the music minor, takes some of the most highly enrolled music program courses and packages them together. The certificate is primarily targeted at the non-music major and is grounded in the study of rock, jazz, hip hop, country and world music through the lens of equity, diversity and inclusion. More than 200 students enroll in these courses annually. With the flexibility in course selection that comes with the new general education program, we believe students will welcome a certificate that caters to the non-music major.

Popular music courses are increasingly popular in higher education. SOU is one of the few universities to offer a course in country music history, and we are distinctive for our justice, equity, diversity and inclusion lens in our jazz, country and 3-term rock history sequence of courses. This makes our music program especially distinct. We believe this certificate aligns with SOU's mission of promoting cultural enrichment while also boldly and overtly supporting the values of equity, diversity and inclusion through recent curricular redesigns.

Students in all majors may be called upon to serve on boards of directors for organizations such as the Britt Arts and Music Festival, the Sisters Folk Festival and similar regional organizations. A solid understanding of popular music history and technology is an asset to attaining a position on these boards and understanding the complexities of operating performing arts organizations. This knowledge will also benefit those who perform recreationally as musicians, including garage bands. The certificate will facilitate a graduate's ability to engage in the arts in a different manner, whether serving on an arts board or performing in a garage band or being a lifelong concert goer and supporter of the arts.

### **Impact statement:**

6. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?  
All courses for the certificate are current, well-enrolled courses in the music program. Many of these courses also fill old and new general education requirements. The effect is anticipated to result in increased enrollment in our most popular courses throughout the academic year, including summer session.
7. Will any prerequisites or other course requirements affect other departments/programs? No.
8. Program Resource evaluation:

- a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?  
No additional staffing will be needed.
- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.  
None.
- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**)  
Yes – we are proposing nothing new in terms of specific courses.
- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.  
None.

9. Catalog copy for the new program, including requirements and electives.

This certificate prepares students for engaging with music in the local community, as a supporter of the arts, a member of a garage band, a donor or more educated concert-goer.

Total credits: 28

Required Core Courses (9 credits)

MUS 100: Music Fundamentals	3 credits
MUS 415: Music Industry Studies	3 credits
MUS 416: Music Publishing, Copyright and Licensing	3 credits

Elective Courses – Choose up to 7 courses (19 credits)

MUS 202: Music of the World	4 credits
MUS 203: Jazz and Justice	4 credits
MUS 205: Rock History from 1900 – 1959	4 credits
MUS 206: Rock Music of the 1960s – 1970s	4 credits
MUS 207: Rock Music from the 1970s – Present	4 credits
MUS 208: Hip Hop Revolution	4 credits
MUS 210: American Country Music	4 credits

Ensembles: Choose up to 6 credits from: MUS 351, MUS 384, MUS 385, MUS 386, MUS 387, MUS 388, MUS 391, MUS 393, MUS 394, MUS 395, MUS 396, MUS 397, or MUS 398

10. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

N/A

MEMORANDUM

TO: Vicki Purslow, Music  
FROM: Jan Juliani, Cataloging & Digital Projects Librarian, and Emily Miller-Francisco, Collection Development Librarian  
DATE: March 1, 2023  
SUBJECT: Resources to support proposed Certificate in Popular Music

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

DATABASES

Hannon Library provides indexing and online access to music-related journals through EBSCOhost’s *Music index*, Gale’s *Fine Arts & Music Collection*, *JSTOR: Art and Sciences I, II, & III*, *Oxford Music Online*, *Naxos Music Library*, *Project MUSE*, and through *ProQuest Central*. Students may also search our general Hannon Library online catalog that provides access to all of our full text, thousands of which are from clearly-marked peer-reviewed sources.

JOURNALS

We have several journals that would be appropriate to this area of study. We provide immediate online access to:

- *ARSC Journal*
- *International Journal of Music Education*
- *Journal of Historical Research in Music Education*
- *Music & Letters*
- *Music Education Research*
- *Psychology of Music*

For a certificate program, our resources are adequate. Students can also request articles from journals we do not hold through our Interlibrary Loan program.

BOOKS

A subject search for popular music yields well over a thousand books and eBooks. Limiting the search to books published in the past ten years yields 816 results, but expanding the search to our shared book system yields almost three thousand books published in the past ten years. Depending on the amount of research required in classes for this certificate, we may want to purchase additional books in this area.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN POPULAR MUSIC

Hannon Library’s holdings of books and journals relating to Popular Music are adequate to support a certificate-level program. Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0.00</b>
<b>Library/Electronic</b>	<b>\$0.00</b>

Thank you for the opportunity to review and respond to the proposal.

# New Program Proposal

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Shakespeare Studies**

**CIP Code:** (Classification of Instructional Program): 50.0505

## **Impact statement:**

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?  
**Because this program will replace the existing Shakespeare Studies Minor and offers the same curriculum, we do not believe there will be any impact on existing courses.**
  
2. Will any prerequisites or other course requirements affect other departments/programs? **No.** If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.
  
3. Program Resource evaluation:
  - a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?  
**Because this program will replace the existing Shakespeare Studies Minor and offers the same curriculum, we do not believe there will be any changes to faculty availability or teaching obligations.**
  
  - b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.  
**Because this program will replace the existing Shakespeare Studies Minor and offers the same curriculum, we do not believe there will be any changes to needs for classroom, equipment, or laboratory space.**
  
  - c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and ***attach a copy of their report.***)  
**Because this program will replace the existing Shakespeare Studies Minor and offers the same curriculum, Library resources are already sufficient to meet the needs of this program.**



- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.  
**No additional resources needed.**

4. Catalog copy for the new program, including requirements and electives.  
**The Shakespeare Studies minor is part of the Theatre program of the Oregon Center for the Arts at Southern Oregon University. The interdisciplinary field of Shakespeare Studies connects the playwright and his works with the culture of Elizabethan and Jacobean England. The Shakespeare Studies minor at SOU emphasizes the performance of Shakespeare's plays and their cultural impact during the past 400 years. The program is supported by the special resources of the Oregon Shakespeare Festival (OSF), the Margery Bailey Renaissance Collection, and the Center for Shakespeare Studies.**

- **Requirements for the Shakespeare Studies Minor**
  - **A minimum of 24 credits of approved courses**
  - **Required Courses (16 credits)**
    - **SHS 200 or TA 200 or ENG 200.**
    - **TA 201 or ENG 201 or SHS 201.**
    - **TA 202 or ENG 202 or SHS 202.**
    - **And one Shakespeare course from among the following:**
      - **ENG 436 or TA 436 or SHS 436 or SHS 438.**
  - **Electives (8 credits)**
    - **Choose 8 credits from the following:**
      - **SHS 337, 438 (if not used to fulfill core requirement).**
      - **SHS/TA 338, 339.**
      - **SHS/TA/ENG 399, 436.**
      - **HST 339.**
      - **TA 382.**

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

**N/A**

4/29/16

# New Program Proposal

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name:**           **Software Development Certificate**

**CIP Code:** (Classification of Instructional Program):           11.0701

## **Impact statement:**

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?

This certificate is meant to replace our CS minor and thus, will rely on existing CS courses. We removed Math 251 as a required course, but the prerequisite knowledge it still needed for CS 258. We believe this will make the certificate more attractive and attainable for non-traditional students (e.g, industry professionals). It is likely to increase demand for CS classes and may slightly increase the demand for Math 111, 112, and 251. The certificate will also offer an off-ramp for students who are not able to succeed in Math 252 which is required for the B.S. in CS. Alternatively, it could be considered as an on-ramp for students who may not initially be interested in pursuing the B.S. in CS degree until they have a chance to learn more about CS and how applicable it is in almost any field.

2. Will any prerequisites or other course requirements affect other departments/programs?           If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.

It will rely on Math 111, 112, 251 as prerequisite courses. Some students will need to take these, but others may test out. Thus, we don't expect the impact to be significant. See Appendix A at the end of this document.

3. Program Resource evaluation:
  - a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?

The required courses as well as the various electives are offered regularly. If the certificate is successful at attracting additional students we may eventually need to offer multiple sections of some classes.

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

A regular computer lab will be needed.

- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**)

Yes. The needs of this program are a subset of the needs of the CS major.

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

No.

4. Catalog copy for the new program, including requirements and electives.

#### *Software Development Certificate*

*No matter your major, a Software Development Certificate from SOU's Computer Science program will make your resume stand out to job recruiters. It can open up opportunities in the software development industry or help you stand out when applying for jobs in STEM, business, healthcare, and almost any other area. It provides students with a solid foundation in problem solving, computational thinking and programming skills, and deeper understanding of how technology can be used to solve problems in a broad array of disciplines. After taking introductory programming classes, students can choose from a full range of classes and electives to customize their experience.*

*The Software Development certificate program is open to all students (undergraduate, graduate, and post-baccalaureate) as well as industry members and only requires prerequisite knowledge up to Math 251 (as opposed to the CS major which requires up through Calc II - Math 252).*

*The certificate requires completion of 32 credits, consisting of required and elective courses. All courses taken for the certificate must be completed with a grade of C or better.*

*Students should have the equivalent of the following prerequisite knowledge:*

*MATH 111 - Precalculus I (prereq for CS 256)*

*MATH 112 - Precalculus II (prereq for CS 257)*

*Math 251 - Calculus I (prereq for CS 258)*

*Required Courses (20 credits)*

*CS 256 - Computer Science I  
CS 257 - Computer Science II  
CS 258 - Computer Science III*

*CS 357 - Object Oriented Programming  
CS 360 - Databases*

*Elective Courses (12 credits)*

*Students must take three additional 4-credit CS courses subject to approval.*

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

Please see Appendix A at the end of this document.

## Appendix A: Evidence of communication between cs and math.

Web Programming Cert and SW Dev Cert impact on Math classes 🔍 🖨️ 📧  
👉 Inbox x

**Maggie Vanderberg** <vanderbem@sou.edu> Thu, Nov 10, 6:53 PM (12 days ago) ☆ ↶ ⋮  
to Curtis ▾

Hi Curtis,

As we discussed....

1. The new [Web Programming Certificate](#) we are proposing may increase demand in Math 111 and Math 112 classes. These courses, respectively, will be prerequisites for CS 256 and our newly proposed class CS 2XX (Applied Data Structures).
2. The new [SW Development Certificate](#) we are proposing (which will likely replace our minor) may also increase Math 111, Math 112 and Math 251 since each of these courses is a prerequisite to CS 256, CS257, and CS 258 respectively. These prereqs were also needed for the minor, but we are hopeful this new certificate will attract more students.


If you have any questions or concerns, please let me know - I'd be happy to discuss them. If not, please confirm that you received this email.

Thanks!


~~~~~

Maggie Vanderberg, Ph.D  
Associate Professor of Computer Science  
NSF ASCEND Faculty Fellow

Web Programming Cert and SW Dev Cert impact on Math classes 🔍 🖨️ 📧  
👉 Inbox x

 **Maggie Vanderberg** Nov 10, 2022, 6:53 PM (12 days ago) ☆  
Hi Curtis, As we discussed.... - The new Web Programming Certificate we are proposing may increase demand in Math...

---

 **Curtis Feist** Nov 12, 2022, 12:53 PM (10 days ago) ☆ ↶ ⋮  
to me ▾

Confirmed. I'll run it by my peeps, but it looks great to me.

Curtis

⋮

MEMORANDUM

TO: Maggie Vanderburg, Computer Science  
FROM: Tom Dodson, Computer Science Librarian & Emily Miller-Francisco, Collection Development Librarian  
DATE: January 24, 2023  
SUBJECT: Resources to support proposed Software Development Certificate

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

This program is primarily reliant on classes that are part of the Computer Science major program. A library collections assessment was performed at the time the major was proposed, and liaison subject librarians have monitored changes in the program’s curriculum since that time. We see minimal changes in information resource needs with the new proposal.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN SOFTWARE DEVELOPMENT

Hannon Library’s holdings of books and journals relating to software development are adequate to support a certificate-level program in Software Development. Please use these amounts in the HECC Budget Outline Form:

|                           |            |
|---------------------------|------------|
| <b>Library/Printed</b>    | <b>\$0</b> |
| <b>Library/Electronic</b> | <b>\$0</b> |

Thank you for the opportunity to review and respond to the proposal.

# New Program Proposal

## Certificate in Studio Art

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name: Certificate in Studio Art**

**CIP Code: 50.0702**

### **Impact statement:**

1. *What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?*

There is no expected change in impact as this is a direct conversion from an existing Minor to a new Certificate.

2. *Will any prerequisites or other course requirements affect other departments/programs? If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.*

No anticipated effects as the only proposed changes are minor reductions in a couple of areas from the Minor.

3. Program Resource evaluation:

- a. *Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?*

As this is a conversion of a Minor to a Certificate, no additional faculty teaching hours are required.

- b. *Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.*

No additional need.

- c. *Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**)*

There will be no additional impact on library resources.

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

None.

4. Catalog copy for the new program, including requirements and electives.

See below.

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

---

*Note: Changes indicated below are from the previous Minor requirements.*

## Certificate in Studio Art

The Certificate in Studio Art gives students the opportunity to develop their abilities and background in Art while majoring in another subject. The Certificate in Studio Art is not available to Art majors.

### 1. Studio Foundations (8 credits)

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Choose 8 credits from:

- ART 133 - Introduction to Drawing 4 credits
- ART 210 - Introduction to Printmaking 4 credits
- ART 240 - Introduction to Photography 4 credits
- ART 255 - Introduction to Ceramics 4 credits
- ART 290 - Introduction to Painting 4 credits
- ART 291 - Introduction to Sculpture 4 credits

### 2. Studio Electives (12 credits)

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Choose 12 credits from:

- ART 310 - Printmaking Methods 1-4 credits
- ART 327 - Figurative Painting and Drawing Methods 1-4 credits
- ART 332 - Representational Drawing Methods 1-4 credits
- ART 333 - Drawing Methods 1-4 credits
- ART 340 - Photography Methods 1-4 credits
- ART 343 - Photography: Alternative Practices 1 - 4 credits
- ART 349 - Comic and Picture Book Methods 1-4 credits
- ART 355 - Intermediate Ceramics 4 credits
- ART 356 - Functional Ceramics 4 credits
- ART 358 - Spatial Studies Methods 1-4 credits
- ART 363 - Digital Performance Methods 1-4 credits
- ART 364 - Robotic Art Methods 1-4 credits
- ART 365 - Sound Art and Experimental Music Methods 1-4 credits
- ART 375 - Studio Practice and Critique 2-4 credits
- ART 380 - Contemporary Drawing and Painting Methods 1-4 credits
- ART 389 - Painting Methods 1-4 credits
- ART 391 - Sculpture Methods 4 credits
- ART 395 - Installation and Site-Specific Art Methods 1-4 credits
- ART 399 - Special Studies 1 to 18 credits
- ART 415 - Recology Ashland Residency 0-2 credits
- ART 441 - Photography Seminar 4 credits
- EMDA 321 - Theory & Practice in Emerging Media & Digital Arts 4 credits
- EMDA 331 - The Art of Data 4 credits
- EMDA 342 - Motion Graphics 4 credits
- EMDA 343 - Graphic Design Methods 1-4 credits
- EMDA 348 - Concept Art and Preproduction Methods 1-4 credits
- EMDA 352 - Digital Animation Methods 1-4 credits
- EMDA 353 - Digital 3D Modeling Methods 1-4 credits
- EMDA 440 - Rendering and Digital Design Skills 4 credits
- EMDA 461 - Programming for Artists 4 credits
- EMDA 462 - Emerging Media Workshop 4 credits

### 3. Art History (8 credits)

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Choose 8 credits from:

- ARTH 204 - History of Art: Prehistory through Medieval 4 credits
- ARTH 205 - History of Art: Early Modern 4 credits
- ARTH 206 - History of Art: Nineteenth Century to Contemporary 4 credits
- ARTH 311 - Art and Music of the Twentieth Century to Present 4 credits
- ARTH 330 - Art, Culture, and Technology 4 credits
- ARTH 342 - History of Collaborative Art and Social Practice 4 credits
- ARTH 343 - Globalization and Contemporary Art 4 credits
- ARTH 344 - Art, Culture, and Politics 4 credits
- ARTH 345 - Activist Artists and Work in the Community 4 credits
- ARTH 346 - Art and Sustainability 4 credits
- ARTH 347 - Medicine: Historical Perspectives in Art and Culture 4 credits
- ARTH 350 - Art Theory and Critical Issues 4 credits
- ARTH 360 - History of American Art 4 credits
- ARTH 399 - Special Studies 1 to 18 credits
- ARTH 407 - Seminar 1 to 4 credits
- ARTH 409 - Practicum 1 to 4 credits
- ARTH 445 - Early Modern Art 4 credits
- ARTH 446 - Contemporary Art: 1945-Present 4 credits
- ARTH 450 - Race, Gender, and Ethnicity in Art 4 credits

MEMORANDUM

TO: David Bithell, Art  
FROM: Jan Juliani, Art & Art History subject liaison & Emily Miller-Francisco, Collection Development Librarian  
DATE: February 20, 2023  
SUBJECT: Resources to support proposed Studio Art Certificate

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

This Studio Art program existed as a minor before it was proposed as a certificate program. A library collections assessment was performed at the time the minor was proposed. There are a few proposed alterations in the current proposal, however, since the new courses are a relatively small percentage of the total required courses and/or are already required for the approved major, there should be minimal changes in information resource needs.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN STUDIO ART

Hannon Library's holdings of books and journals relating to Studio Art are adequate to support a certificate-level program in Studio Art. Please use these amounts in the HECC Budget Outline Form:

|                           |            |
|---------------------------|------------|
| <b>Library/Printed</b>    | <b>\$0</b> |
| <b>Library/Electronic</b> | <b>\$0</b> |

Thank you for the opportunity to review and respond to the proposal.

# New Program Proposal

*NOTE: This form should be used for new certificates, new minors, or new concentrations to existing degrees. For new majors/degrees, complete the HECC new program proposal form as well as this form.*

**New Program name:**            **Web Programming Certificate**

**CIP Code:** (Classification of Instructional Program):            11.0701

## **Impact statement:**

1. What is the expected effect of this program on existing courses (both within your department/program or elsewhere in the SOU curriculum)?

This certificate will rely mainly on existing CS courses that are being packaged together to provide students with skills to develop web applications from scratch. It should increase the demand for related courses and have no impact on other courses. It can be seen as both an on-ramp for students that aren't necessarily interested in the B.S. in CS degree, and an off-ramp for students that find the more theoretical computer science courses (which require significant math and more complicated programming) too challenging.

2. Will any prerequisites or other course requirements affect other departments/programs?            If so, the relevant chairs or program directors should be notified to determine if those departments/programs have sufficient capacity to meet these requirements. Please document your research into this possible impact.

It will rely on Math 111 and Math 112 as prerequisite courses. Some students will need to take these, but others may test out. Thus, we don't expect the impact on 111 and 112 to be drastic. Please see Appendix A at the end of this document.

3. Program Resource evaluation:

- a. Faculty: Cite faculty availability or needs and impact on other teaching obligations. If additional faculty teaching hours are needed, how will that need be met?

The newly proposed CS 266 course needs to be developed. It will support both this Web Programming Certificate and Environmental Data Science Certificate. Additionally, CS 333 Web Development II which has not been taught in years will need to be developed from scratch. Assuming the CS

search is successful, the program should have capacity to develop these courses.

- b. Facilities: Cite any additional need for classrooms, equipment or laboratory space and how that need will be met.

A regular computer lab will be needed for most classes.

- c. Library: Are Hannon Library resources sufficient to meet the needs of this program? (Check with the library staff and **attach a copy of their report.**)

Yes. The needs of this program are a subset of the needs of the CS major.

- d. Other: Are any other resources needed to support this program? If so, please document them and explain how they will be obtained.

The program would continue to use SOU's "webpages" web server that both CS 210 and CS 360 already rely on.

4. Catalog copy for the new program, including requirements and electives.

#### *Web Programming Certificate*

*In today's world every business, organization and individual has a web presence in one form or another. The Web Programming Certificate will prepare students to become creators and maintainers of web applications. Students will learn career-ready skills to become an entry-level web developer whose skills will continue to flourish on the job because of a solid foundation in programming, networking, and database design. No matter your major, a Web Programming Certificate from SOU's Computer Science program will make your resume stand out to job recruiters. It can open up opportunities in web development or help you stand out when applying for jobs in STEM, business, healthcare, and many other areas.*

*The Web Programming Certificate is open to all students (undergraduate, graduate, and post-baccalaureate) as well as industry members and only requires prerequisite knowledge up to Math 112 .*

*The certificate requires completion of 32 credits, consisting of required and elective courses. All courses taken for the certificate must be completed with a grade of C or better.*

*Students should have the equivalent of the following prerequisite knowledge:*

*MATH 111 - Precalculus I*

*MATH 112 - Precalculus II*

*Required Courses (28 credits)*

*CS 210 - Web Development I*

*CS 256 - Computer Science I*

*CS 266 - Applied Data Structures     or     CS 257 Computer Science II*

*CS 310 - Information Technology Legal and Ethical Issues*

*CS 333 - Web Development II*

*CS 336 - Networks I*

*CS 360 - Databases*

*Elective Courses (student should choose one - 4 credits)*

*CS 391 - Cloud Computing*

*CS 458 – Web Security*

5. Please provide written verification of contact with the Chair of any other departments or programs affected by the new program.

Please see Appendix A at the end of this document.

## Appendix A: Evidence of communication between cs and math.

Web Programming Cert and SW Dev Cert impact on Math classes ✕ 🖨 🔗

➤ Inbox ✕

**Maggie Vanderberg** <vanderbem@sou.edu> Thu, Nov 10, 6:53 PM (12 days ago) ☆ ↶ ⋮  
to Curtis ▾

Hi Curtis,

As we discussed...

1. The new [Web Programming Certificate](#) we are proposing may increase demand in Math 111 and Math 112 classes. These courses, respectively, will be prerequisites for CS 256 and our newly proposed class CS 2XX (Applied Data Structures).
2. The new [SW Development Certificate](#) we are proposing (which will likely replace our minor) may also increase Math 111, Math 112 and Math 251 since each of these courses is a prerequisite to CS 256, CS257, and CS 258 respectively. These prereqs were also needed for the minor, but we are hopeful this new certificate will attract more students.

If you have any questions or concerns, please let me know - I'd be happy to discuss them. If not, please confirm that you received this email.


Thanks!

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Maggie Vanderberg, Ph.D  
Associate Professor of Computer Science  
NSF ASCEND Faculty Fellow

Web Programming Cert and SW Dev Cert impact on Math classes ↕ 🖨 🔗

➤ Inbox ✕

 **Maggie Vanderberg** Nov 10, 2022, 6:53 PM (12 days ago) ☆  
Hi Curtis, As we discussed.... - The new Web Programming Certificate we are proposing may increase demand in Math...

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 **Curtis Feist** Nov 12, 2022, 12:53 PM (10 days ago) ☆ ↶ ⋮  
to me ▾

Confirmed. I'll run it by my peeps, but it looks great to me.

Curtis

⋮

MEMORANDUM

TO: Maggie Vanderburg, Computer Science  
FROM: Tom Dodson, Computer Science Librarian & Emily Miller-Francisco, Collection Development Librarian  
DATE: January 24, 2023  
SUBJECT: Resources to support proposed Web Programming Certificate

The HECC review and approval processes for new programs and certificates examines adequacy of resources needed to sustain a quality offering. Statement of adequacy of library resources is requested in the New Program Proposal form (3.c) and as two line items in the required Budget Outline Form (Library/Printed and Library/Electronic).

This program is primarily reliant on classes that are part of the Computer Science major program. A library collections assessment was performed at the time the major was proposed, and liaison subject librarians have monitored changes in the program's curriculum since that time. We see minimal changes in information resource needs with the new proposal.

ADEQUACY OF LIBRARY HOLDINGS TO SUPPORT PROPOSED CERTIFICATE IN WEB PROGRAMMING  
Hannon Library's holdings of books and journals relating to Web Programming are adequate to support a certificate-level program in Web Programming. Please use these amounts in the HECC Budget Outline Form:

<b>Library/Printed</b>	<b>\$0</b>
<b>Library/Electronic</b>	<b>\$0</b>

Thank you for the opportunity to review and respond to the proposal.



# **Student Retention: Focusing on Mental Health Support**

# Student Mental Health Support

Board of Trustees

April 2023

Anna D'Amato

Executive Director of Student Health and Wellness Center

Dr. Carrie Vath

Dean of Students

YOU@SOU is a 24/7 digital tool that normalizes help-seeking behavior for students by increasing awareness, skill-building, and connection to campus resources directly addressing their needs and interests.

YOU@SOU

Student Mental Health Support

Student Health & Wellness Center

Dean of Students Office

MySSP

Drop-in Appointment  
Medical  
Mental Health

MySSP connects students with free, confidential mental health and wellbeing support conveniently available 24/7.

Drop-in Appointment  
CaresNote

# Student Health and Wellness Center

- Mental Health counseling (9/21/22-3/15/23):
  - Individuals served= 268 (# of counseling appointments= 893)
- Medical appointments that are mental health related:
  - Individuals served= 139 (# of appointments= 246)
  - % of total # of medical appointments that are MH visits: 20%
  - Mental Health is the #2 visit reason for a medical appointment after immunizations (flu & Covid).
- # of students who are dispensed mental health medications from SHWC's dispensary:
  - Individuals served= 59 (# of prescriptions= 125)

# Dean of Students Office

Fall 2022-Winter 2023 Term:

- 784 Cares Notes (specifically related to SOUCares (excludes conduct and academic grievances) representing 680 individuals
  - SHWC was assigned 57 cases (7.2%), this is likely mental health only
  - Care Coordinators were assigned 455 cases (58%) combination of Mental Health + other concerns
  - Dean of Students & Associate Dean of Students were assigned 105 cases (13%) combination of mental health + other concerns
- A total combination of 1,987 concerns within those 784 CaresNotes. The top concerns with connection to mental health are listed below:
  - Mental Health = 369 (19%)
  - Financial Concerns= 173 (9%)
  - Personal Illness/Injury = 157 (8%)
  - Family Concern = 110 (6%)
  - Relationship Issues = 41 (2%)
- Overall, 43% of the concerns reported can be attributed or connected to mental health.
- 11 welfare checks conducted (often associated with suicide ideation) and 14 medical transports to the hospital. This represents 24 individual students.

# My SSP

- MYSSP: (12/5/22-3/15/23)
  - Individuals served= 23 (# of calls=69)

## What is My SSP?

### Health assessments

Complete an anonymous assessment to get feedback on your mental health

### Browse health & wellbeing content

Access articles, podcasts, infographics, and videos on the app addressing a wide variety of wellbeing topics

### Access virtual fitness sessions

Free virtual fitness sessions available through LIFT

### Real-time chat support 24/7

Chat with an experienced counselor at your convenience

### Telephone support 24/7

Speak to an experienced counselor with a simple phone call

### Receive support from a dedicated counselor for short-term sessions\*\*

Our appointment-based support allows you to connect with the same counselor over multiple sessions via telephone or video appointments.

**Connect with a counselor for free today. All calls, chats, and conversations are confidential.**

[Get Support →](#)

# YOU@SOU

- 160 Students
  - 71% of students agreed that YOU increased their awareness of campus resources,
  - 80% of students that learned about a resource took action (e.g., explored the resource, shared it with a peer)
- 67 Faculty/Staff
- Top Referral: “Talk it Out”-Student Health & Wellness Center
- Top 5 Topic Areas:
  1. Stress & Anxiety
  2. Learning Strengths
  3. Academics & Grades
  4. Internships & Career Paths
  5. Loneliness & Depression

## Take care of your well-being.

Prioritize your well-being with personalized tips & tools, plus find out about resources on campus.

[LOG IN](#)[CREATE A NEW ACCOUNT](#)

# Collaboration Between SHWC & DOS

- Students of concern who went to the hospital that SHWC checked the hospital database for their status = 45
- ASIST training (suicide intervention training)
  - Last year several staff(n=10) were trained in this model. This year, after meeting with faculty requesting help with the students they deal with who have mental health issues, another training was scheduled and offered to faculty. The training was March 30 & 31st - 2 faculty and 10 staff attended.

Based on CaresNotes trends from Fall 2022 the SHWC responded by offering three groups Sessions for Winter Term:

- College Stress & Mindfulness Group
  - Identifying and understanding mind-body symptoms such as fear, anxiety, tension, worry and negative thought patterns often associated with chronic stress will be discussed along with a tool box of calming mindfulness interventions.
- Comfort Zone
  - This group will offer a safe and supportive space with opportunity for connection, being with people who have recently experienced a loss. The group will provide emotional support, validation, and education about grief.
- Wise Mind
  - A safe place for those interested in learning skills on mindfulness, emotional regulation, interpersonal effectiveness, and distress tolerance.





# Oregon Behavioral Health Institute (OBHI)

*Transforming Oregon’s mental health counseling education and clinical training to address the state’s mental health crisis.*

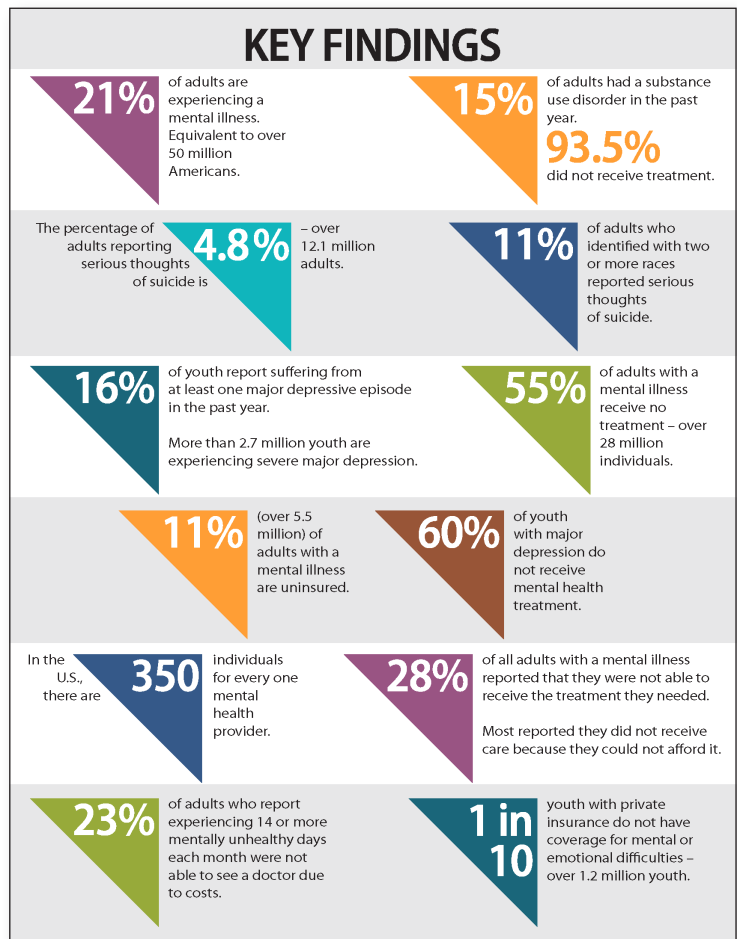
Oregon is at the forefront of a national crisis in behavioral and mental health. **Mental Health America ranks Oregon 50th overall** against 15 measures for both care and prevalence of mental illness.

The Oregon Behavioral Health Institute will amplify and streamline **innovative education pathways** and **grow the pipeline** of trained professionals across the state while significantly **increasing the people and organizations** served by counselors-in-training. Overall, the OBHI has a particular focus on addressing mental and behavioral health in the student, underserved communities, homeless, rural, and veteran populations.

Through **key partnerships** among higher education institutions, community-based health providers, and local and state employers providing services to targeted at-risk populations, OBHI will serve students and community members, maximize resources, and quickly grow the pipeline of mental health providers.

OBHI’s Fellowship program will provide a **debt-free path** for graduates. By completing an extended 2-year Oregon internship, Fellows will fully earn the entire cost of their graduate degree. The Fellowship program keeps graduates in Oregon, serving Oregon’s most needy residents.

OBHI will facilitate the expansion of Southern Oregon University’s innovative **Mental and Behavioral Health micro-credential**, currently serving K-12 employees, to other economic sectors heavily impacted by the growing mental health crisis. Criminal justice, veteran services, and other sectors will all benefit from skilling up front-line workers with basic mental and behavioral health skills. Additionally, OBMHSI will **secure federal dollars** for research into cutting edge mental health treatments.



SOURCE: <https://www.mhanational.org/issues/state-mental-health-america>

*continues on back . . .*

... continued from front

In December 2021, United States Surgeon General Vivek Murthy issued an advisory noting that the youth mental health crisis was “exacerbated” by the pandemic.

Southern Oregon University is no stranger to this crisis. Academic withdrawal data shows **mental health problems are the number one factor behind students giving up on their educational dreams**, even when there is no longer a refund of tuition and fees.

## The Proposal

Southern Oregon University proposes establishing the Oregon Behavioral Health Institute, a center of excellence built on the existing foundation of SOU innovation in its Mental Health Counseling program. OBHI will:

1. Double the number of mental health practitioners graduating in Southern Oregon.
2. Address exploding mental health needs through innovative means such as micro-credentials for working professionals in the most highly impacted sectors including health care, the justice system, veteran’s affairs, and small business owners.
3. Offer an immediate pathway for mental health counselors to become education debt-free by working for agencies that serve Oregon’s underserved populations.
4. Provide critically needed services not only to students, but also to community members with a special emphasis on underserved communities, homeless, veterans, and rural populations.
5. Research cutting edge mental health treatments.

**Cost: \$2,500,000 bi-annually**

## Student Withdrawals From Higher Education

Late-No Refund

Combined		
Reason	Count	Percent
Mental Health	37	25.87
Family Issues	30	20.98
Health Issues	19	13.29
Work Obligations	17	11.89
Fit	16	11.19
Other	8	5.59
Unknown	8	5.59
Financial	5	3.50
Covid-19	3	2.10

**TOTAL 143**

SOURCE  
Student Withdrawal Survey, SOU  
Dean of Students, Fall 2022

### FOR MORE INFORMATION, CONTACT:

Jeanne Stallman, SOU Director of Government Relations

541-499-8844

stallman@sou.edu



# House Bill 3274

Sponsored by Representatives MORGAN, MARSH, Senator GOLDEN; Representatives BYNUM, GOODWIN, Senator FREDERICK

## SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced**.

Requires Southern Oregon University, subject to appropriation of sufficient moneys, to address state's behavioral and mental health needs by materially increasing number of mental health practitioners who graduate in southern Oregon and teaching behavioral and mental health competencies through alternative academic pathways.

Appropriates moneys to Higher Education Coordinating Commission for allocation to Southern Oregon University.

Declares emergency, effective July 1, 2023.

## A BILL FOR AN ACT

1  
2 Relating to workforce development in fields relating to health care; and declaring an emergency.

3 **Be It Enacted by the People of the State of Oregon:**

4 **SECTION 1. (1) Subject to the appropriation of sufficient moneys by the Legislative As-**  
5 **sembly, Southern Oregon University shall address Oregon's behavioral and mental health**  
6 **needs by:**

7 (a) **Materially increasing the number of mental health practitioners who graduate in**  
8 **southern Oregon; and**

9 (b) **Teaching basic competencies in behavioral and mental health to workforce sectors**  
10 **not traditionally associated with behavioral and mental health through innovative alternative**  
11 **academic pathways, including but not limited to microcredentials.**

12 (2) **Southern Oregon University shall accomplish the increase of graduates described in**  
13 **subsection (1) of this section by:**

14 (a) **Establishing a fellowship program that offers a debt-free pathway to graduation for**  
15 **students pursuing behavioral and mental health degrees;**

16 (b) **Increasing the number of faculty, university staff and field staff who are assisting**  
17 **students who are enrolled in behavioral and mental health degree programs;**

18 (c) **Partnering with community organizations on pathways for behavioral and mental**  
19 **health student interns to work with rural, veteran or homeless individuals, students or per-**  
20 **sons from underserved communities; and**

21 (d) **Any other method determined by Southern Oregon University to be necessary to en-**  
22 **hance the state's capacity to educate behavioral and mental health practitioners in the**  
23 **manner described in subsection (1) of this section.**

24 (3) **As used in this section, "persons from underserved communities" means persons who:**

25 (a) **Qualify as underrepresented persons as defined in ORS 342.120;**

26 (b) **Are from low-income families; or**

27 (c) **Experience disability, including intellectual or developmental disabilities.**

28 **SECTION 2. In addition to and not in lieu of any other appropriation, there is appropri-**

**NOTE:** Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

1 ated to the Higher Education Coordinating Commission, for the biennium beginning July 1,  
2 2023, out of the General Fund, the amount of \$2,500,000, to be allocated to Southern Oregon  
3 University for the purposes set forth in section 1 of this 2023 Act.

4 SECTION 3. This 2023 Act being necessary for the immediate preservation of the public  
5 peace, health and safety, an emergency is declared to exist, and this 2023 Act takes effect  
6 on July 1, 2023.

7

\_\_\_\_\_

# Future Meetings

# Adjournment